



2019-2020 Strategic Plan

Blytheville Primary School

Superintendent: Bobby Ashley
Principal: Jana Wilson
School Support: Sally Cooke

Leadership Team: Jana Wilson, Eileen Garris, Melissa Moriarty, Jennifer Bennett, Diane Jenkins, Michelle Hepler, Paige Yawson, Leshia Foster, Susanne McDowell

- Instruction: Jennifer Bennett, Tacie Fulling, Jennica Jackson, Susanne McDowell, Leshia Foster, Tabitha Sawyer, Melissa Lampe
- Behavior Support: Eileen Garris, Paula Pitts, Holly Jo Engle, Lou Riggs, Diane Jenkins, Mallory Pugh, Dettris Poole, Jessica Redman, Regina Evans, Paige Yawson, Lavanda Newsom, Rae Galbraith
- Community Engagement: Michelle Hepler, Melissa Moriarty, Abbie Watson, Tracy Plunkett, Brooke Aldridge, Stanisha Sims, Micah Rogers

Leadership Team

- *Vision*: Developing relationships with our staff in order to create a team atmosphere to reach common goals
- *Mission*: We will build personal relationships to develop and support distributed leadership in our school.
- *Core Beliefs*: We will...
 - use data from a variety of sources to support our goals and drive decision making.
 - strive for a growth mindset.
 - meet the needs of all learners.
 - have high expectations for all.
 - confront challenges to improve.
 - be unified in decisions made as a team.

School

- *Vision*: BPS is shaping the future one child at a time.
- *Mission*: BPS fosters a safe and positive learning community. We educate students to be innovative thinkers today and productive leaders of tomorrow.
- *Core Beliefs*: We believe all students can learn...
 - Learning must have a clear purpose.
 - All learners deserve a safe, respectful, and structured environment.
 - Learners grow with mutual support, responsibility, and compassion.
 - All learners have the ability to grow.
- Collective Commitments (*in development*)

FOCUS AREA: Building Leadership Capacity - The building leadership team will develop and distribute leadership to sustain a high performing organization as measured by our self-assessment scores using the ALA Leadership Performance Strands and Skills rubric (PSSR).

- **By July 2021, there will be an increase in the overall score of at least 1.5 as measured by the PSSR because the building leadership team extended the capacity of teacher leaders in our building to be agents of change and lead our initiatives to scale.**
 - Objectives
 - The BLT will guide collaborative teams to analyze multiple forms of student performance data to reduce achievement gaps and make decisions about interventions, enrichments, and professional learning needed (measured by moving from a 3 to 3.5 on skill 4.5 of the PSSR and a 2.6 to 3 on skill 5.1 of the PSSR).
 - Develop the leadership of internal stakeholders to participate in shared decision-making based on our shared core beliefs, vision and mission.

VISION: All staff share common core beliefs and established a vision and mission based on those beliefs. The shared beliefs will be ingrained in everything that we do and visible through our actions inside and outside the classroom. The vision and mission is more than just words on the wall. The staff takes ownership of our school because they will have a purpose. We have collaborative relationships and structures for work that support adult and student learning. Teams have a team charter that has a specific purpose tied to our shared core beliefs, vision, and mission. Each team has a scheduled time to meet and works from agendas and minutes. Every staff member has a place in the team structure based on their strengths and interests. The team structure provides staff voice and buy-in and provides opportunities for building leadership capacity.

PERSON/TEAM who will MONITOR this part of the plan: Jana Wilson

Skills	Measureable Actions	Timeline	Person(s) Responsible	Updates and Evidence	Next Steps
ALA 3.1 - Develop and distribute leadership to sustain a high performing organization ALA 4.5 - Ensure alignment of standards, curriculum, teaching, assessment and professional learning. ALA 5.1 - Use student performance-based accountability systems for decision-making	Building leadership team participates in coaching sessions with Solution Tree three times a year on RTI leadership	Oct 14-15, Feb 3-4, May 11-12	Solution Tree RTI Coach, Brian Butler		

<p>ALA 5.4 - Embrace implications from emerging knowledge to improve student and adult learning and performance.</p> <p>PLC: Individuals, teams, and schools seek relevant data and information and use them to promote continuous improvement.</p>					
<p>ALA 3.1 - Develop and distribute leadership to sustain a high performing organization</p> <p>ALA 5.4 - Embrace implications from emerging knowledge to improve student and adult learning and performance.</p> <p>PLC: We are committed to working together to achieve our collective purpose of learning for all students. We cultivate a collaborative culture through the development of high-performing teams.</p>	<p>Core Leadership team works with our ALA performance coach to work on coaching.</p>	<p>ongoing</p>	<p>Jerry Vaughn</p> <p>Jana Wilson, Eileen Garris, Michelle Hepler, Diane Jenkins</p>		

<p>ALA 3.1 - Develop and distribute leadership to sustain a high performing organization</p> <p>ALA 5.4 - Embrace implications from emerging knowledge to improve student and adult learning and performance.</p> <p>PLC: We are committed to working together to achieve our collective purpose of learning for all students. We cultivate a collaborative culture through the development of high-performing teams.</p>	<p>Teacher leaders participate in Facilitation of Adult Learning institutes</p>		<p>Hollie Jo Engle, Jennifer Bennett, Paula Pitts, Elroy Brown</p>		
<p>ALA 4.5 - Ensure alignment of standards, curriculum, teaching, assessment and professional learning.</p> <p>ALA 5.1 - Use student performance-based accountability systems for decision-making</p> <p>ALA 5.4 - Embrace implications from emerging knowledge to improve student and adult learning and performance.</p>	<p>Teachers will participate in an RTI at Work Overview professional learning</p>	<p>October 4, 2019</p>	<p>Paula Maeker (Solution Tree Associate)</p>		

<p>PLC: We are committed to working together to achieve our collective purpose of learning for all students. We cultivate a collaborative culture through the development of high-performing teams.</p>					
<p>ALA 3.1 - Develop and distribute leadership to sustain a high performing organization</p> <p>ALA 5.1 - Use student performance-based accountability systems for decision-making</p> <p>ALA 5.4 - Embrace implications from emerging knowledge to improve student and adult learning and performance.</p> <p>PLC: We assess our effectiveness on the basis of results rather than intentions.</p>	<p>BLT creates SMART goal for the year and monitors implementation with guidance Jon Yost and Diane Kerr</p>	<p>Sept 11 and Feb 13 (project planning days)</p>	<p>Building Leadership Team, PLC Coach Diane Kerr, and Solution Tree Associate Jon Yost</p>		

FOCUS AREA: Teaching and Learning - Ensure all learners engage in rigorous, relevant, and student-centered learning experiences.

- **Instruction Goal - By the end of the 2021 school year, 70% of second grade students will score in the Tier 1 range on the ISIP Reading assessment (Istation).**
 - School SMART Goal for 2019-2020 (will write during PLC at Work project planning day at the beginning of the year)
 -
 - Grade Level SMART Goals for 2019-2020 (will write during professional learning at the beginning of the year)

- Kindergarten -
- First Grade -
- Second Grade -
- **Behavior Support Goal - By the end of the 2019-2020 school year, there will be a 10% decrease in office referrals as measured by eschool discipline data.**

VISION: Our school community embraces a vision of academic success for every student and works toward clear goals focused on student learning. We use reflection, inquiry, and assessment practices for continuous learning and improvement and to make equitable decisions about the allocation of resources. Our professional learning community is a supportive environment that includes collaborative structures for learning and work. We have an alignment of standards, curriculum, teaching, assessment, and professional learning. Teachers use the aligned curriculum/assessments and their common understanding of quality teaching to develop student learning experiences, which result in students showing growth in academically. Teachers use our positive behavior intervention and support (PBIS) system, which includes social emotional learning, to promote positive student behavior which results in increased time in class and an increase in student growth and achievement. Parents, students, and teachers understand the importance of attendance and work together to have each student at school on time in order to ensure high quality learning can occur.

PERSON/TEAM who will MONITOR this part of the plan:

- Curriculum and Teaching/Instruction - Jennifer Bennett, Susanne McDowell, Lesha Foster
- Behavior Support - Diane Jenkins, Eileen Garris, Paige Yawson
- Community Engagement - Melissa Moriarty, Michelle Hepler

CURRICULUM AND TEACHING/INSTRUCTION

Skills	Measureable Actions	Timeline	Person(s) Responsible	Updates and Evidence	Next Steps
ALA 4.5 - Ensure alignment of standards, curriculum, teaching assessment, and professional learning PLC: We acknowledge that the fundamental purpose of our school is to help all students achieve high levels of learning, and therefore,	Develop literacy unit plans based on essential standards proficiency map.	May 2020	Grade Level Collaborative Teams		

<p>we work collaboratively to clarify what students must learn.</p>					
<p>ALA 2.1 - Establish desired culture through norms, rituals, traditions, <u>common language</u> and cultural competencies.</p> <p>ALA 4.1 - Expect high-quality teaching and learning.</p> <p>ALA 5.4 - Embrace implications from emerging knowledge to improve student and adult learning and performance.</p> <p>PLC: We acknowledge that the fundamental purpose of our school is to help all students achieve high levels of learning, and therefore, we work collaboratively to clarify what students must learn.</p>	<p>Special education teachers, interventionists, preschool teachers will attend RISE Academy</p>	<p>June 11-13, 2019</p> <p>July 8-10 (Galbraith, Redman, Engle)</p> <p>October 4, 2019</p> <p>January 6, 2020</p> <p>February 14, 2020</p>	<p>Melissa Braswell (coop trainer)</p>		
<p>ALA 5.1 - Use student performance-based accountability systems for decision-making</p> <p>PLC: Individuals, teams, and schools seek relevant data and information and use them to promote continuous</p>	<p>Tracking Istation Data for student goal conferences</p> <ul style="list-style-type: none"> Rethink the Student Data Card for Istation (more student friendly) - use something sports themed 	<p>August 27, 2019 (meeting agenda)</p>	<p>Instruction Strategic Team</p>		

improvement.	<ul style="list-style-type: none"> • add Grade Equivalent to the scorecard • use a bulletin board in each hallway to track student progress from each test (grade equivalent and tier movement) 				
<p>ALA 4.1 - Expect high-quality teaching and learning.</p> <p>ALA 4.5 - Ensure alignment of standards, curriculum, teaching assessment, and professional learning</p> <p>ALA 5.1 - Use student performance-based accountability systems for decision-making</p> <p>PLC: We acknowledge that the fundamental purpose of our school is to help all students achieve high levels of learning, and therefore, we provide students with systematic interventions when they struggle and extensions when they are proficient.</p>	<p>Have data meetings once a month to analyze Istation data in literacy and math</p> <ul style="list-style-type: none"> • Set individual student goals using student goal cards • Use conference planning sheet to plan conferences 	<p>Sept 18, Oct 14, Nov 13, Dec 16, Jan 22, Feb 19, Mar 18, Apr 22, May 20</p>	<p>Grade Level Collaborative Teams</p>		

<p>ALA 2.1 - Establish desired culture through <u>norms</u>, rituals, traditions, <u>common language</u> and cultural competencies.</p> <p>ALA 2.3 - Build and sustain collaborative relationships and structures for learning and work.</p> <p>PLC: We are committed to working together to achieve our collective purpose of learning for all students. We cultivate a collaborative culture through the development of high-performing teams.</p>	<p>Utilize coaching provided by Solution Tree to implement the PLC at Work process to improve literacy instruction and student learning</p>	<p>Aug 8-9, Sept 11-12, Oct 17-18, Nov 11-12, Dec 12-13, Jan 6-7, Feb 13-14, Mar 2-3, May 7-8</p>	<p>Diane Kerr (PLC coach - Solution Tree), Grade Level Collaborative Teams</p>		
<p>ALA 4.3 Ensure all learners engage in rigorous, relevant, and student-centered learning experiences</p> <p>ALA 4.5 - Ensure alignment of standards, curriculum, teaching assessment, and professional learning</p> <p>ALA 5.1 - Use student performance-based accountability systems for decision-making</p> <p>PLC: We are committed to working together to</p>	<p>Utilize external resources and coaching provided by Solution Tree for literacy and assessment</p>		<p>Taylor Wanzal (literacy - Solution Tree), Angie Freese (assessment - Solution Tree), Grade Level Collaborative Teams</p>		

<p>achieve our collective purpose of learning for all students. We cultivate a collaborative culture through the development of high-performing teams.</p>					
<p>4.3 Ensure all learners engage in rigorous, relevant, and student-centered learning experiences</p> <p>4.5 - Ensure alignment of standards, curriculum, teaching assessment, and professional learning</p> <p>PLC: We acknowledge that the fundamental purpose of our school is to help all students achieve high levels of learning, and therefore, we work collaboratively to clarify what students must learn.</p>	<p>Improve vocabulary instruction across all grade levels</p> <ul style="list-style-type: none"> ● Use Instruction Team Book Study (Blended Vocabulary by Tyson and Perry) ● Back to School PD - Print Rich Environment (word walls, labeling everything) and Tier Vocabulary ● 1st Quarter - On the run teaching (read alouds, real life exposure, discussions, photographs, field trips) ● Rest of Quarters - Different models for teaching Vocabulary 	<p>August 7</p> <p>Monthly data team meetings (30 minutes devoted to vocabulary professional learning)</p>	<p>Instructional Strategic Team</p>		
<p>ALA 4.5 - Ensure alignment of standards, curriculum, teaching assessment, and professional learning</p>	<p>Provide 2nd grade teachers with professional learning on the ACT Aspire reading assessment</p>	<p>throughout the year as developing common literacy assessments</p>	<p>2nd Grade Collaborative Team</p>		

<p>ALA 5.1 - Use student performance-based accountability systems for decision-making</p> <p>PLC: We acknowledge that the fundamental purpose of our school is to help all students achieve high levels of learning, and therefore, we work collaboratively to clarify what students must learn.</p>					
--	--	--	--	--	--

BEHAVIOR SUPPORT

Skills	Measureable Actions	Timeline	Person(s) Responsible	Updates and Evidence	Next Steps
<p>ALA 2.1 - Establish desired culture through norms, rituals, traditions, common language and cultural competencies</p> <p>ALA 2.2 Promote a safe, positive, interactive and supportive climate</p> <p>ALA 2.3 - Build and sustain collaborative relationships and structures for learning and work</p> <p>ALA 5.1 Use student performance-based accountability systems for decision-making</p>	<p>Design kickoff plan for PBIS and implement at the beginning of the year and middle of the year</p>	<p>August 2019</p> <p>January 2020</p>	<p>Behavior Support Team</p>		

<p>PLC: Individuals, teams, and schools seek relevant data and information and use them to promote continuous improvement.</p>					
<p>ALA 2.2 Promote a safe, positive, interactive and supportive climate</p> <p>ALA 5.1 Use student performance-based accountability systems for decision-making</p> <p>PLC: Individuals, teams, and schools seek relevant data and information and use them to promote continuous improvement.</p>	<p>Analyze the data to determine what cool tool needs to be taught across the school (<i>list each data meeting on the Evidence</i>)</p>	<p>Monthly</p>	<p>Behavior Support Team</p>		
<p>ALA 2.2 Promote a safe, positive, interactive and supportive climate</p> <p>ALA 5.1 Use student performance-based accountability systems for decision-making</p> <p>PLC: We acknowledge that the fundamental purpose of our school is to help all students achieve high levels of learning, and therefore, we provide students with systematic interventions when they struggle and</p>	<p>Create and monitor behavior support plans for students who need additional support</p> <ul style="list-style-type: none"> Analyze behavior data to determine student needs 	<p>Monthly</p>	<p>ABA Team</p> <p>Behavior Support Team</p>		

extensions when they are proficient.					
<p>ALA 2.2 Promote a safe, positive, interactive and supportive climate</p> <p>ALA 5.1 Use student performance-based accountability systems for decision-making</p> <p>PLC: We acknowledge that the fundamental purpose of our school is to help all students achieve high levels of learning, and therefore, we provide students with systematic interventions when they struggle and extensions when they are proficient.</p>	Track tier 3 students and assign mentors for students who need them	Monthly	Behavior Support Team		
<p>ALA 2.2 Promote a safe, positive, interactive and supportive climate</p> <p>ALA 4.3 Ensure all learners engage in rigorous, relevant, and student-centered learning experiences</p>	Social-emotional lessons taught in Jumpstart (ISS)	Daily	DeShone Carter		
<p>ALA 2.2 Promote a safe, positive, interactive, and supportive climate</p> <p>ALA 4.3 Ensure all learners engage in</p>	<p>Tier $\frac{2}{3}$ behavior students participate in behavior interventions.</p> <ul style="list-style-type: none"> Parent letters will be sent to inform the parents of 	Weekly interventions based on needs	<p>Paula Pitts</p> <p>Paige Yawson</p>		

<p>rigorous, relevant, and student-centered learning experiences</p> <p>PLC: We acknowledge that the fundamental purpose of our school is to help all students achieve high levels of learning, and therefore, we provide students with systematic interventions when they struggle and extensions when they are proficient.</p>	<p>what their students will be learning.</p> <ul style="list-style-type: none"> • Parents will be updated with their student's behavior progress. 				
<p>2.2 Promote a safe, positive, interactive, and supportive environment</p> <p>2.3 Build and sustain collaborative relationships and structures for learning and work</p> <p>2.4 Infuse diversity of people, perspectives, ideas, and experiences into the work</p> <p>PLC: We acknowledge that the fundamental purpose of our school is to help all students achieve high levels of learning, and therefore, we provide students with systematic interventions when they struggle and extensions when they</p>	<p>Use student ambassadors to train new students (after rollouts) on the PBIS matrix</p>	<p>As needed</p>	<p>Paige Yawson Diane Jenkins</p>		

are proficient.					
<p>2.1 Establish desired culture through norms, rituals, traditions, common language and cultural competencies</p> <p>2.2 Promote a safe, positive, interactive and supportive climate</p>	<p>Do a special shout out for students during morning meeting (Fridays) that have been recognized for following the cool tool of the week.</p> <ul style="list-style-type: none"> • Create bulletin board to showcase shoutouts 	<p>August 2019 - May 2020</p>	<p>Teachers/Students nominate students</p> <p>Coach Pitts does shout outs</p>		
<p>5.1 Use student performance-based accountability systems for decision-making</p> <p>5.4 Embrace implications from emerging knowledge to improve student and adult learning and performance</p> <p>2.2 Promote a safe, positive interactive, and supportive climate</p>	<p>Create the support/systems and provide training for teachers and mentors for check in/check out students</p>	<p>August 2019 - May 2020 as needed</p>	<p>Garris</p> <p>Behavior Support Team</p>		
<p>5.1 Use student performance-based accountability systems for decision-making</p> <p>5.3 Acquire, allocate and distribute resources equitably</p> <p>5.4 Embrace implications</p>	<p>Create Tier 2 supports/structures and Tier 3 supports/structures for the students</p> <p>Provide training for the staff on what Tier 2 and Tier 3 is and what we can provide for those</p>	<p>Create supports/structures in Summer 2019</p> <p>Push out training in August 2019 (video)</p>	<p>Behavior Support Team</p>		

from emerging knowledge to improve student and adult learning and performance	students				
2.2 Promote a safe, positive, interactive and supportive climate					

FOCUS AREA: Community Engagement - Engage our external stakeholders in various projects to develop trust and build relationships.

- **By May 2023, there will be 100% growth in our schools community engagement as measured by the number of participants who sign in to specifically engage our students.**
 - **By the end of the 2019-20 school year, we will increase the amount of community engagement encounters by 25% (64 encounters) from the 265 encounters in 2018-19, as measured by the number of participants who sign in to specifically engage our students.**

VISION: Trust built between the school and the community drives systemic change. Because we regularly communicate our strategic plan and progress with our internal and external stakeholders, we have advocates for community projects that support student and adult learning. External stakeholders are actively engaged with student learning; giving students real life experiences and setting academic and real world goals on the way to becoming future graduates.

PERSON/TEAM who will MONITOR this part of the plan: Michelle Hepler and the Community Engagement Team

Skills	Measurable Actions	Timeline	Person(s) Responsible	Updates and Evidence	Next Steps
2.4-Infuse diversity of people, perspectives, ideas, and experiences into the work 2.5 - Use skills of influence, persuasion, and advocacy to engage with multiple sectors as a public leader	Continue Friday Greeters <ul style="list-style-type: none"> ● assign different class to each greeter’s week to be in charge of the thank you note 	Every Friday	Teachers (contacting, communicating, and follow up with greeters) - whomever contacts greeter is responsible for ensuring they receive expectations/ thank you/reminder sheet BEFORE	Calendar - teachers contacting greeters Greeter introduction	

			greeting date		
<p>2.4-Infuse diversity of people, perspectives, ideas, and experiences into the work</p> <p>2.5 - Use skills of influence, persuasion, and advocacy to engage with multiple sectors as a public leader</p>	<p>Partnering with the community members to organize readers for each classroom</p> <ul style="list-style-type: none"> • Update the list with new contacts from summer • Classes create Thank-You notes for all readers to receive • The student ambassadors will be responsible for introducing the readers when they come to 1st/2nd grade • Use “Get to know You” template with reminder questions to ask their reader 	<p>Community Readers Dates: Sept 20, Nov 1, Dec 18, Jan 31, Mar 2, Apr 23</p>	<p>Jana Wilson Tracey Ritchey Tracy Plunkett</p>		
<p>2.4-Infuse diversity of people, perspectives, ideas, and experiences into the work</p> <p>2.5 - Use skills of influence, persuasion, and advocacy to engage with multiple sectors as a public leader</p>	<p>School-wide adoption of a community organization</p> <ul style="list-style-type: none"> • Quarter 1- BPS backpack program • Quarter 2 - • Quarter 3 - • Quarter 4 - <p>Use school-wide incentive to meet goals each quarter</p> <p>Have each grade level choose their community organization.</p>	<p>ongoing</p>	<p>Quarter 1 - Special Area/Special Education/Interventionists</p> <p>Quarter 2 - 2nd grade</p> <p>Quarter 3 - 1st grade</p> <p>Quarter 4 - Kindergarten</p>		

<p>2.4-Infuse diversity of people, perspectives, ideas, and experiences into the work</p> <p>2.5 - Use skills of influence, persuasion, and advocacy to engage with multiple sectors as a public leader</p>	<p>Organize the Angel Tree Program for our students in need.</p>	<p>November and December 2019</p>	<p>Abbie Watson & Community Engagement Team</p>		
<p>2.4-Infuse diversity of people, perspectives, ideas, and experiences into the work</p> <p>2.5 - Use skills of influence, persuasion, and advocacy to engage with multiple sectors as a public leader</p>	<p>Partner with community members to implement:</p> <ul style="list-style-type: none"> ● PBIS Celebrations ● Literacy/Math Nights <p>Send parents invitations to attend with their child.</p>	<p>ongoing</p>	<p>Community Engagement Team</p>		
<p>2.4-Infuse diversity of people, perspectives, ideas, and experiences into the work</p> <p>2.5 - Use skills of influence, persuasion, and advocacy to engage with multiple sectors as a public leader</p>	<p>Staff and students will participate in community events:</p> <ul style="list-style-type: none"> ● Homecoming Parade ● Chili Cookoff ● Trunk or Treat on Main Street ● Christmas Parade ● Main Street Flower Bed (set dates...Friday after school - Blytheville Primary School City Beautification Day) ● Backpack program donations <p>Have a sign-in sheet at each event to track number of staff who attend</p>	<p>Cook-off - Oct. 20??</p> <p>Main Street - Oct. 31</p> <p>Parade - Dec. 6??</p>	<p>Community Engagement Team</p> <p>Paula Pitts - Chili Cookoff</p> <p>Michelle Hepler - Main Street</p> <p>Parades - Stanisha Sims</p> <p>Flower Bed - Melissa Moriarty</p>		

<p>2.4-Infuse diversity of people, perspectives, ideas, and experiences into the work</p> <p>2.5 - Use skills of influence, persuasion, and advocacy to engage with multiple sectors as a public leader</p>	<p>Create pep club to cheer at some games and to walk in the Homecoming Christmas Parades</p>		<p>Stanisha Sims</p>		
<p>2.4-Infuse diversity of people, perspectives, ideas, and experiences into the work</p> <p>2.5 - Use skills of influence, persuasion, and advocacy to engage with multiple sectors as a public leader</p>	<p>Collaborate with local churches to assist with their Easter Egg hunts</p>		<p>Community Engagement Team</p>		
<p>2.4-Infuse diversity of people, perspectives, ideas, and experiences into the work</p> <p>2.5 - Use skills of influence, persuasion, and advocacy to engage with multiple sectors as a public leader</p>	<p>Students will participate in events in our community:</p> <ul style="list-style-type: none"> ● Sing to Rotary ● Christmas Craft for Nursing Homes (student ambassador) ● Ronald McDonald House (tabs) - using school-wide goal instead of class goal and break it down quarterly 	<p>ongoing</p>	<p>Yolanda Taylor - singing</p> <p>Yawson - nursing home</p> <p>M Rogers - tabs</p>		
<p>2.4-Infuse diversity of people, perspectives, ideas, and experiences into the work</p> <p>2.5 - Use skills of</p>	<p>BPS will have a “Thank-You” event for the volunteer Readers and Greeters for the year.</p>	<p>May 2020</p>	<p>Michelle Hepler Eileen Garris</p>		

influence, persuasion, and advocacy to engage with multiple sectors as a public leader					
---	--	--	--	--	--