



# GO TEAM MEETING #1

Martin Luther  
King, Jr.  
Middle School



**Unleash the ROAR: Discover Your Potential and SOAR!**

# TOPICS

School Strategic Plan

Strategic Plan & Priorities Review

SMART Goals

Data Discussion

Spring MAPS

GMAS

School Uniform Discussion

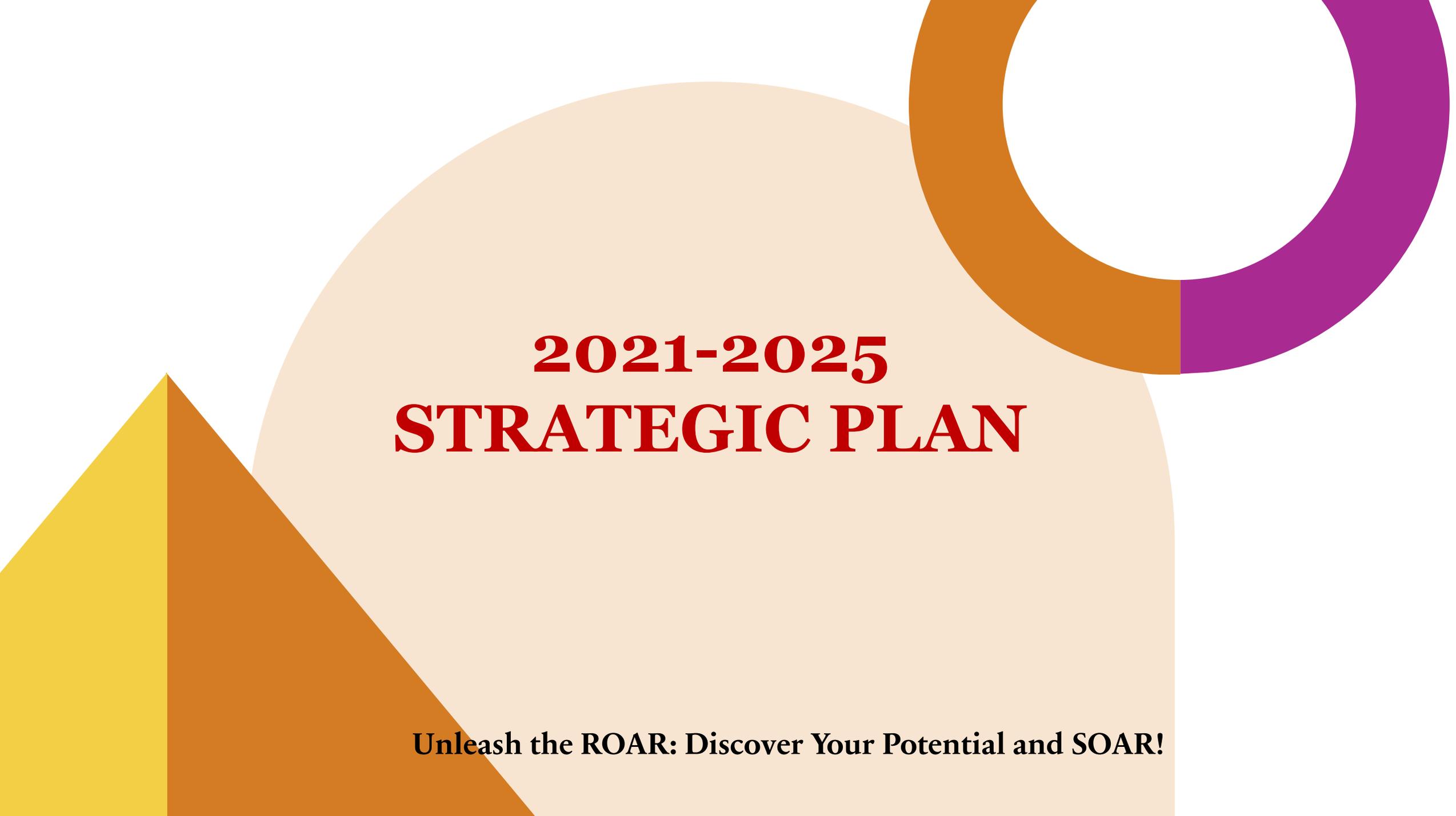
Principal's Report

Current Enrollment & Leveling

Information about our school



**Unleash the ROAR: Discover Your Potential and SOAR!**



# **2021-2025 STRATEGIC PLAN**

**Unleash the ROAR: Discover Your Potential and SOAR!**

# King Middle School

**Mission:** To prepare students for a globally competitive environment in which students graduate college and career ready while fostering principles of responsibility, service, respect, compassion, international-mindedness within an academically challenging educational framework.

**Vision:** We will have a peaceful, productive and orderly learning environment that meets the academic, social and developmental needs of all our students. Our goal is to prepare students for a successful high school experience without the need for remediation.

## SMART Goals

The percentage of students in grades 6-8 scoring at proficient or higher in ELA will increase from 26% to 29% by the spring 2024 GMAS.

The percentage of students in grades 6-8 scoring at proficient or higher in Math will increase from 15% to 18% by the spring 2024 GMAS.

Decrease the number of behavior referrals by 3% from 718 incidents to 696 incidents or lower.

## APS Strategic Priorities & Initiatives

**Fostering Academic Excellence for All**  
Data  
Curriculum & Instruction  
Signature Program

1. Use data to drive instructional decisions to increase student achievement.
2. Focus on teaching daily lessons by utilizing the Instructional Framework with rigor and fidelity.
3. Incorporate the IB learner profiles and approaches to learning skills to develop lifelong learners and address our students' diverse learning styles.

**Building a Culture of Student Support**  
Whole Child & Intervention  
Personalized Learning

4. Implement a Whole-Child system of supports that integrates social-emotional learning, behavior, wellness, and comprehensive academic intervention plans.
5. Increase student attendance and participation.
6. Utilize flexible learning tools, technology integration, and targeted instruction to personalize learning for all students

**Equipping & Empowering Leaders & Staff**  
Strategic Staff Support  
Equitable Resource Allocation

7. Strengthen teachers capacity to provide rigorous and engaging instruction in all content areas.

**Creating a System of School Support**  
Strategic Staff Support  
Equitable Resource Allocation

8. Develop a positive and collaborative environment for students, staff and all stakeholders.

## School Strategic Priorities

### School Strategies

- 1A. Use MAP data to create realistic learning goals for students.(3 times a year)
- 1B. Analyze data from Read and Math 180 to assess growth in the areas of reading and math.
- 2A. Monitor and provide timely feedback to teachers with glows and grows when observing the instructional framework in classes.
- 2B Use lesson internalization practices during collaborative planning to ensure teacher understanding of content being taught.
- 3A Conduct monthly PL to support teachers in facilitating IB practices with fidelity.
- 3B Monitor and observe teachers to ensure IB implementation in each classroom.

- 4A. Utilize the new Universal Behavioral Mental Health Screener twice a year with fidelity.
- 4B. Implement Restorative Practices; Restorative Practice Professional Learning
- 5A CARE and Attendance teams will monitor students with high rates of absenteeism. Members will work with and mentor those students and put practices in place to monitor them daily.
- 5B Rewards and acknowledgements will be given monthly to students with perfect attendance.
- 6A Students will have their own device for use in school and at home. The device will have internet access built in to assist in removing barriers to working outside of the classroom.
- 6B Multiple supplemental platforms will be used to assist students in receiving additional academic support. (IXL, USA Test Prep, Study Island)

- 7A Provide professional development that focuses on teaching daily lessons in ways that clarify the objectives of the lesson, reinforce what is taught, and meaningfully engage students .
- 7B Provide teachers with opportunities to facilitate PLs for their specific contents.
- 7C. Utilize content area instructional coaches facilitate PL.

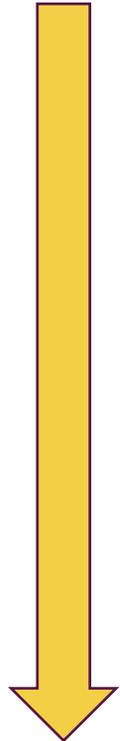
- 8A Implement positive intervention strategies.
- 8B Implement Social Emotional Learning(SEL) for staff and students
- 8C Facilitate team building activities for staff and students
- 8D Build community awareness through IB projects, Go Team and PTA

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# Strategic Plan

## Priority Ranking from 23-24

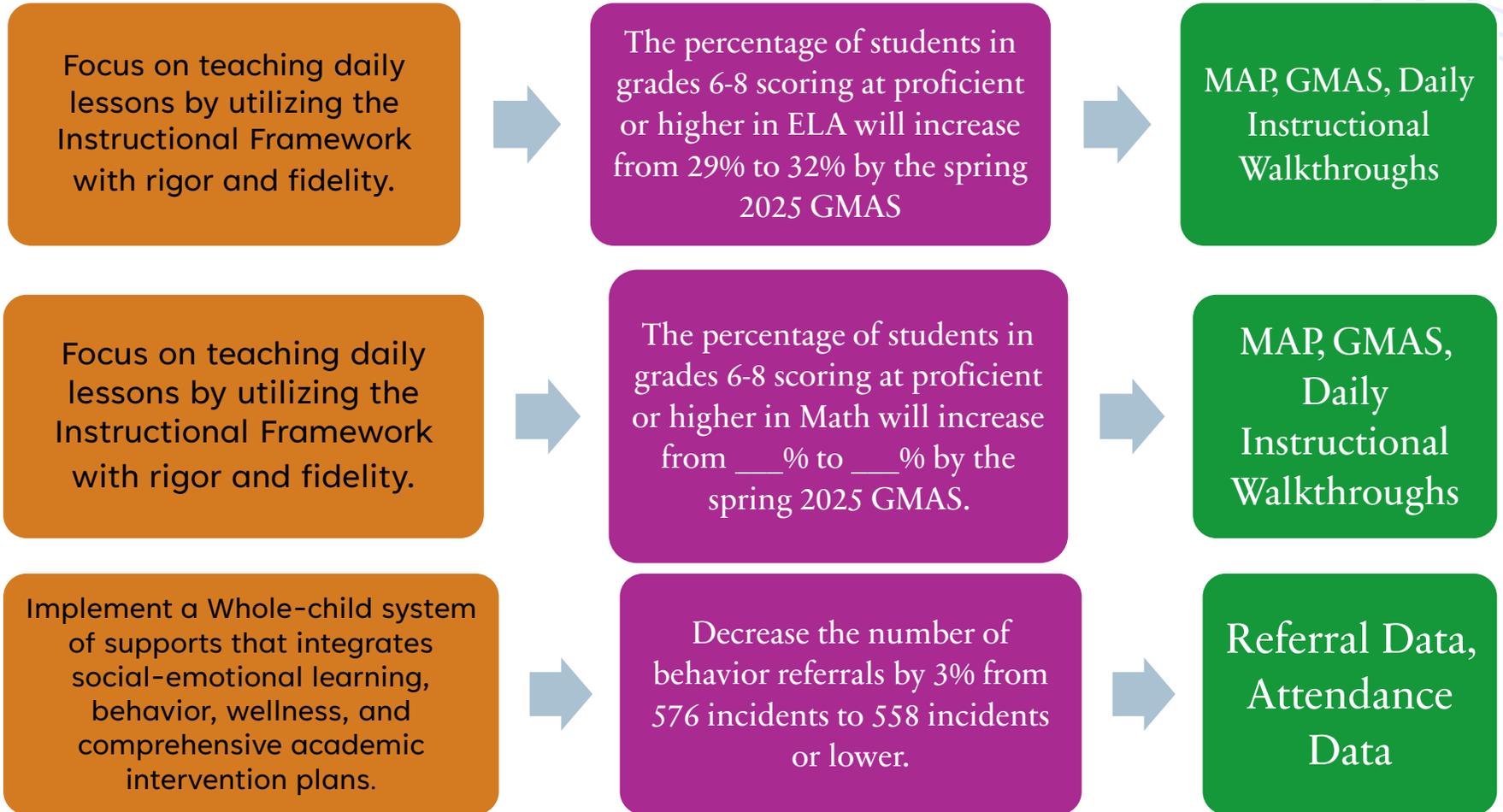
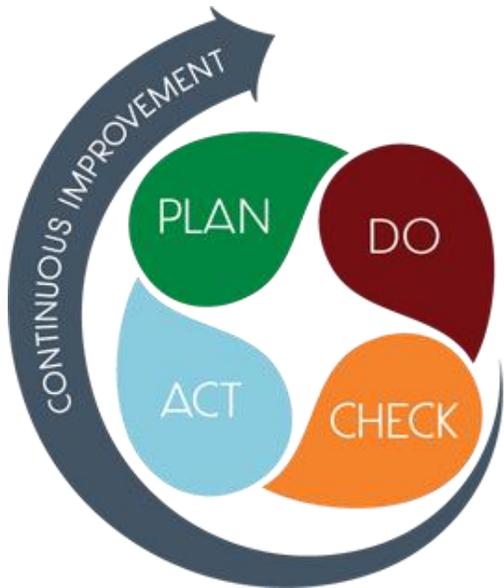
Higher



Lower

1. Develop a positive and collaborative environment for students, staff and all stakeholders.
2. Implement a Whole-child system of supports that integrates social-emotional learning, behavior, wellness, and comprehensive academic intervention plans.
3. Focus on teaching daily lessons by utilizing the Instructional Framework with rigor and fidelity.
4. Strengthen teachers' capacity to provide rigorous and engaging instruction in all content areas.
5. Use data to drive instructional decisions to increase student achievement.
6. Increase student attendance and participation.
7. Incorporate the IB learner profiles and approaches to learning skills to develop lifelong learners and address our students' diverse learning styles.
8. Utilize flexible learning tools, technology integration, and targeted instruction to personalize learning for all students.

# CONNECTING THE STRATEGIC PLAN & CONTINUOUS IMPROVEMENT PLAN



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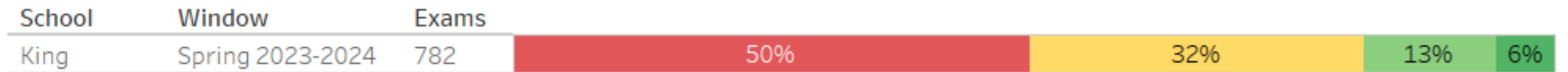
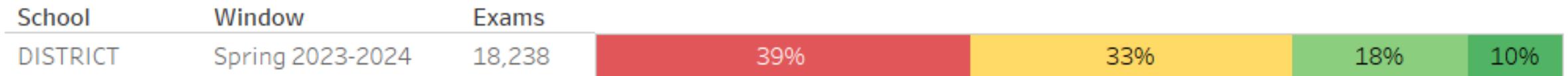
# **KING DATA DISCUSSION**

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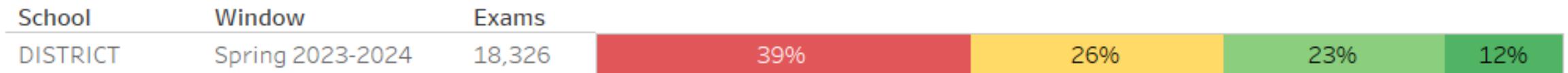


# SPRING 2024 MAP RESULTS

## MATH-SPRING 2024



## ELA/READING-SPRING 2024



# SPRING 22-23 TO 23-24 COMPARISON MAP RESULTS/GROWTH

## MATH-SPRING '23 TO '24

School	Window	Exams	Performance Breakdown			
DISTRICT	Spring 2022-2023	18,372	40%	33%	18%	9%
	Spring 2023-2024	18,238	39%	33%	18%	10%

School	Window	Exams	Performance Breakdown			
King	Spring 2022-2023	757	51%	32%	12%	5%
	Spring 2023-2024	782	50%	32%	13%	6%

## ELA/READING-SPRING '23 TO '24

School	Window	Exams	Performance Breakdown			
DISTRICT	Spring 2022-2023	18,422	38%	27%	23%	13%
	Spring 2023-2024	18,326	39%	26%	23%	12%

School	Window	Exams	Performance Breakdown			
King	Spring 2022-2023	672	46%	27%	18%	8%
	Spring 2023-2024	786	42%	28%	22%	7%

# SPRING MAP RESULTS BY GRADE LEVEL

School	Window	Grade	Exam	Exams				
King	Spring 2023-2024	06	Math	269	45%	37%	13%	
			Reading	270	41%	30%	22%	7%
		07	Math	263	49%	28%	13%	9%
			Reading	265	43%	28%	22%	7%
		08	Math	250	54%	31%	11%	
			Reading	251	43%	27%	22%	8%

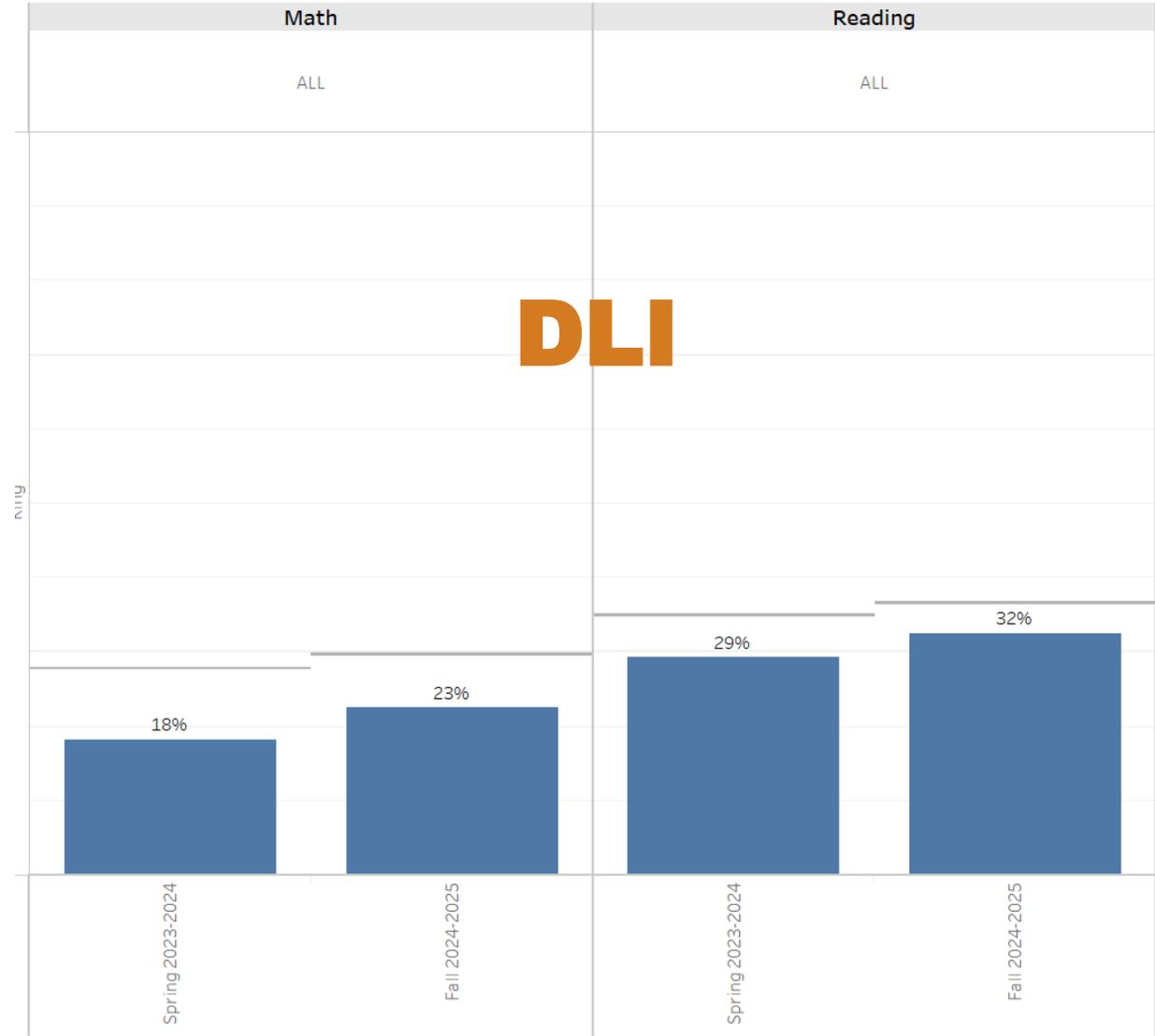
# FALL 2024 MAP RESULTS

School	Window	Grade	Exam	Exams				
King	Fall 2024-2025	06	Math	296	31%	42%	23%	
			Reading	277	30%	29%	28%	13%
		07	Math	271	46%	35%	14%	5%
			Reading	276	41%	30%	25%	
		08	Math	250	41%	39%	15%	5%
			Reading	241	39%	34%	20%	7%

# FALL 2023 MAP RESULTS

School	Window	Grade	Exam	Exams				
King	Fall 2023-2024	06	Math	269	41%	37%	17%	6%
			Reading	270	38%	27%	27%	8%
		07	Math	261	46%	37%	13%	
			Reading	257	44%	30%	20%	6%
		08	Math	241	50%	39%	7%	
			Reading	237	42%	35%	18%	5%

# SPRING '24 (SY23-24) TO FALL '24 (SY24-25) MAP RESULTS-SUB GROUPS

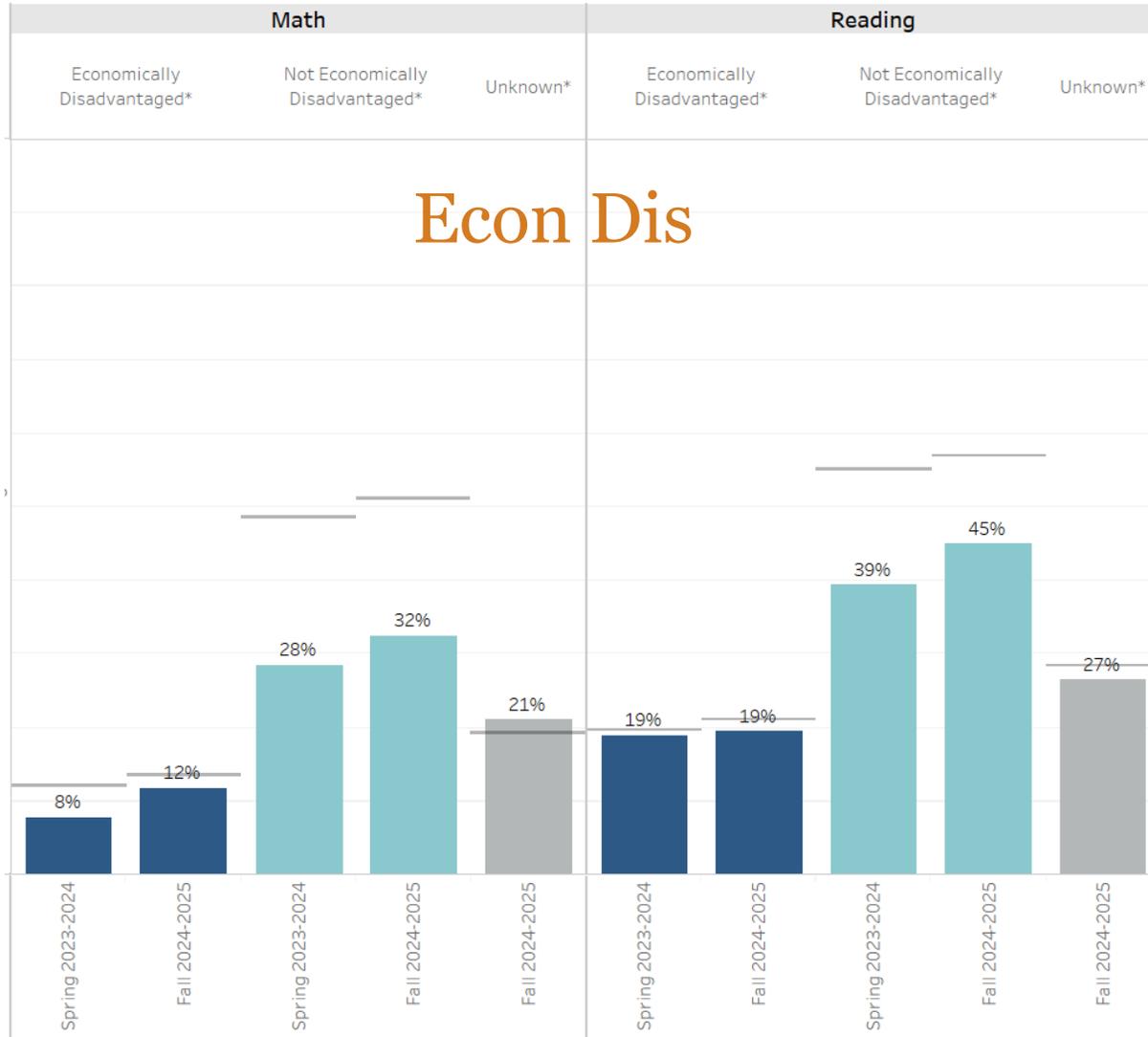


# SPRING '24 (SY23-24) TO FALL '24 (SY24-25) MAP RESULTS-SUB GROUPS



# SPRING '24 (SY23-24) TO FALL '24 (SY24-25)

## MAP RESULTS-SUB GROUPS



# FALL 2024 (SY 24-25) MAP RESULTS

School	Window	Grade	Exam	Exams	Performance Breakdown			
King	Fall 2024-2025	06	Math	296	31%	42%	23%	
			Reading	277	30%	29%	28%	13%
		07	Math	271	46%	35%	14%	5%
			Reading	276	41%	30%	25%	
		08	Math	250	41%	39%	15%	5%
			Reading	241	39%	34%	20%	7%

# FALL 2023 (SY23-24) MAP RESULTS

School	Window	Grade	Exam	Exams	Performance Breakdown			
King	Fall 2023-2024	06	Math	269	41%	37%	17%	6%
			Reading	270	38%	27%	27%	8%
		07	Math	261	46%	37%	13%	
			Reading	257	44%	30%	20%	6%
		08	Math	241	50%	39%	7%	
			Reading	237	42%	35%	18%	5%

## GMAS RESULTS-23-24

King	ELA	6	2024	All	42%	27%	24%	8%
		7	2024	All	45%	29%	23%	
		8	2024	All	39%	32%	21%	8%
	Sci	8	2024	All	65%	23%	8%	
	Soc	8	2024	All	54%	32%	10%	4%

ELA-32% Scoring Proficient and Above  
42% Scoring on the Beginner Level

Sci-11% Scoring Proficient and Above  
65% Scoring on the Beginner Level

Soc Stu-14% Scoring Proficient and Above  
54% Scoring on the Beginner Level

Math-Embargoed

## SY'22-23-SY'23-24 GMAS ELA RESULTS

23-24 Goal: The percentage of students in grades 6-8 scoring at proficient or higher in ELA will increase from **26% to 29%** by the spring 2024 GMAS.

Subject	Grade	Year	Group	Proficient	Advanced	Proficient or Higher	Goal
King ELA	6	2023	All	48%	27%	21%	4%
		2024	All	42%	27%	24%	8%
	7	2023	All	44%	29%	21%	5%
		2024	All	45%	29%	23%	
	8	2023	All	39%	35%	18%	8%
		2024	All	39%	32%	21%	8%
Math	6	2023	All	55%	31%	11%	
	7	2023	All	48%	37%	10%	4%
	8	2023	All	52%	31%	13%	4%
Sci	8	2023	All	57%	18%	18%	7%
		2024	All	65%	23%	8%	
Soc	8	2023	All	44%	33%	17%	7%
		2024	All	54%	32%	10%	4%

24-25 Goal: The percentage of students in grades 6-8 scoring at proficient or higher in ELA will increase from **29% to 32%** by the spring 2025 GMAS.

# GMAS RESULTS COMPARISON

## Grade Level Breakdown from 22-23 to 23-24

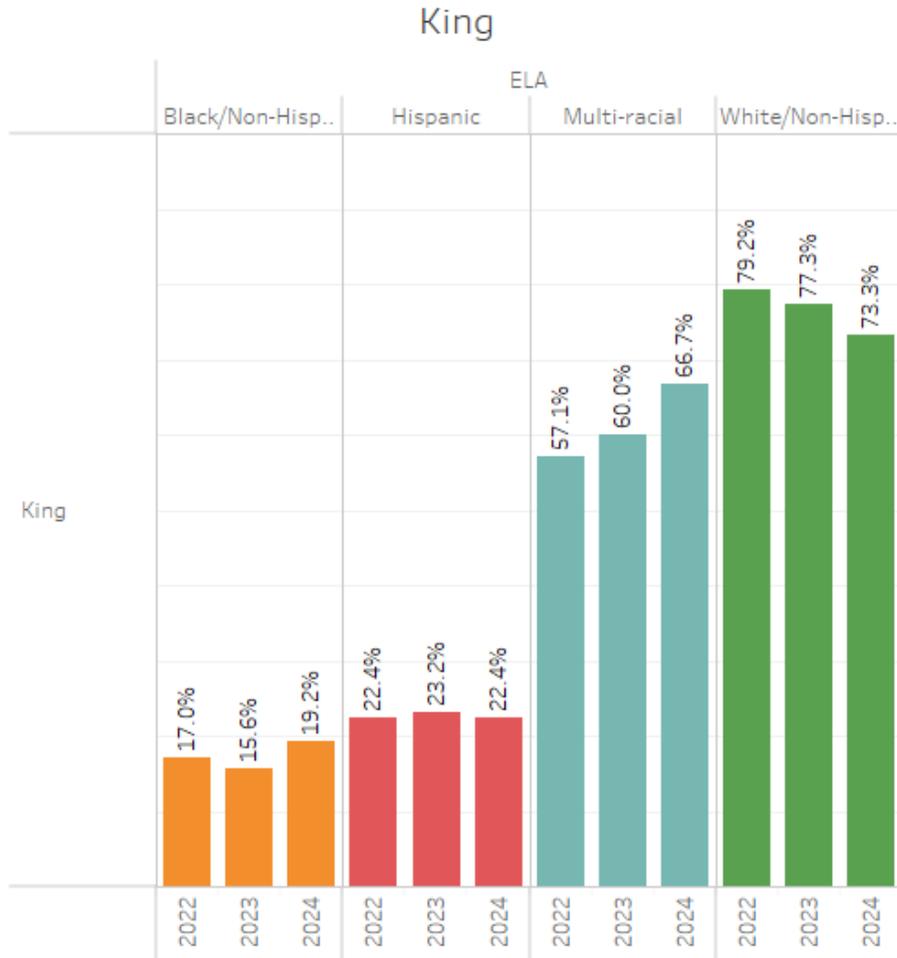
Year	Subject	Grade	Year	Group	Proficient	Approaching Proficient	Basic	Below Basic
King	ELA	6	2023	All	48%	27%	21%	4%
			2024	All	42%	27%	24%	8%
		7	2023	All	44%	29%	21%	5%
			2024	All	45%	29%	23%	3%
		8	2023	All	39%	35%	18%	8%
			2024	All	39%	32%	21%	8%
	Math	6	2023	All	55%	31%	11%	3%
		7	2023	All	48%	37%	10%	4%
		8	2023	All	52%	31%	13%	4%
	Sci	8	2023	All	57%	18%	18%	7%
2024			All	65%	23%	8%	2%	
Soc	8	2023	All	44%	33%	17%	7%	
		2024	All	54%	32%	10%	4%	

6th grade Proficient and above increased from 25% to 32% (increase of 7%)

7th grade Proficient and above remained the same at 26%

8th grade Proficient and above increased from 26% to 29% (increase of 3%)

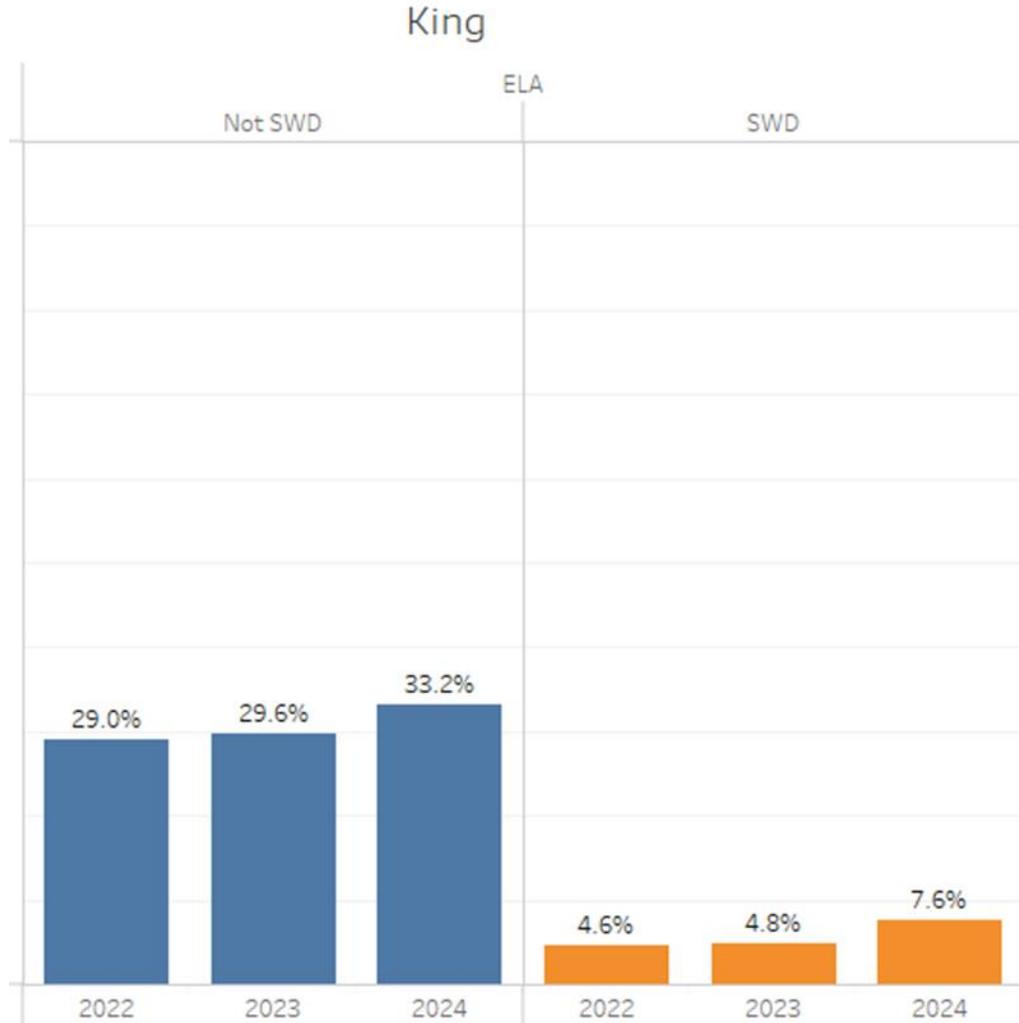
# SUBGROUP-ETHNICITY-ELA



- Black students showed an increase of 3.6%
- Hispanic students dropped 0.8%
- Multi-racial showed an increase of 6.7%
- White students dropped 4%



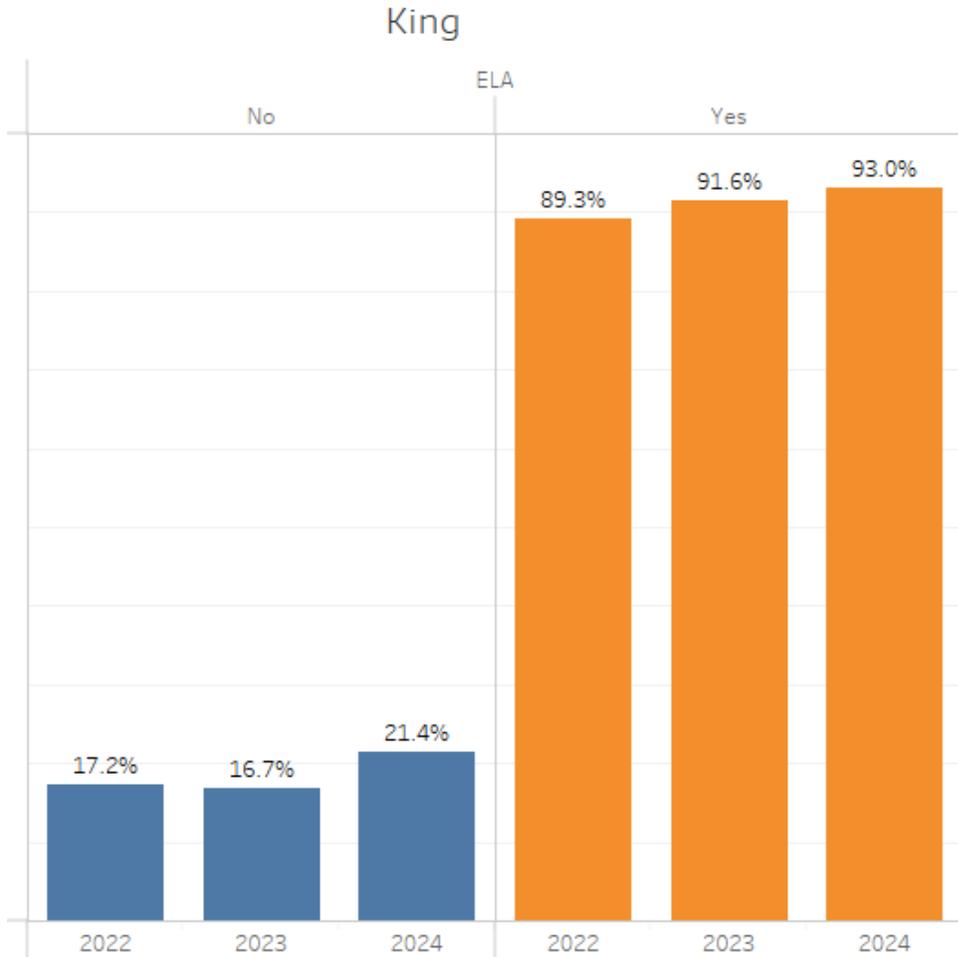
# SUBGROUP-SWD-ELA



- SWD showed an increase of 2.8%
- Not SWD showed an increase of 3.6%



# SUBGROUP-GIFTED-ELA

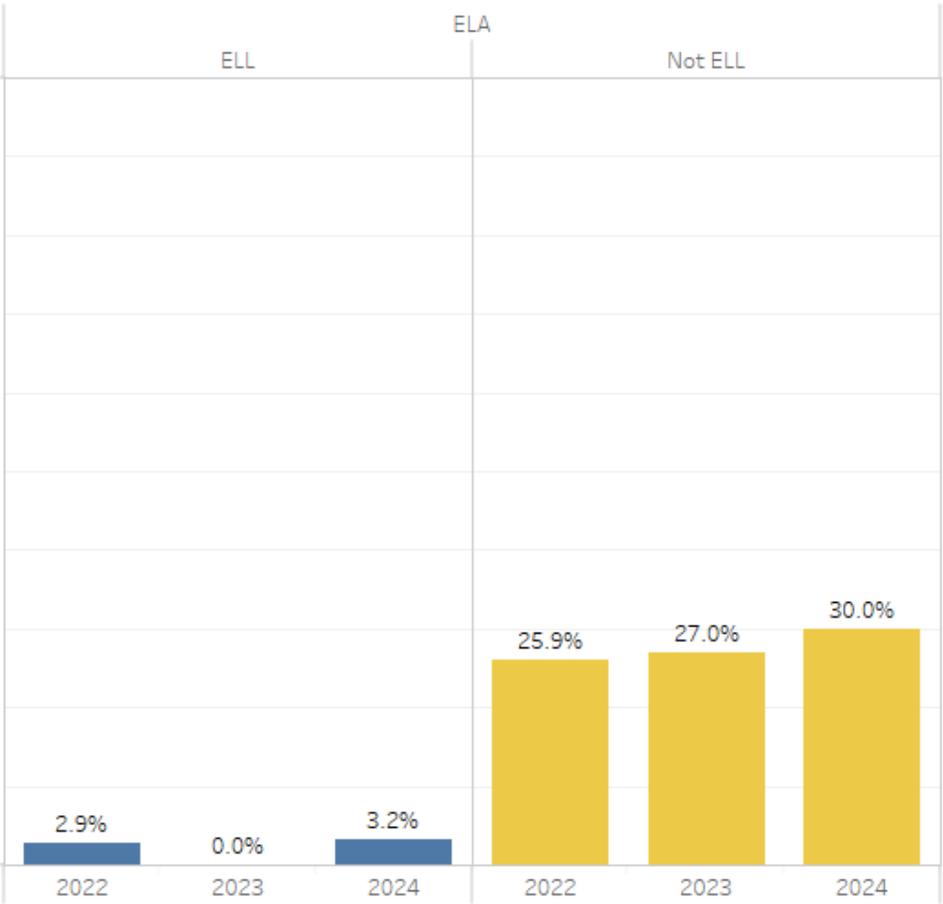


- Gifted showed an increase of 1.4%
- Not Gifted showed an increase of 4.7%



# SUBGROUP-ELL-ELA

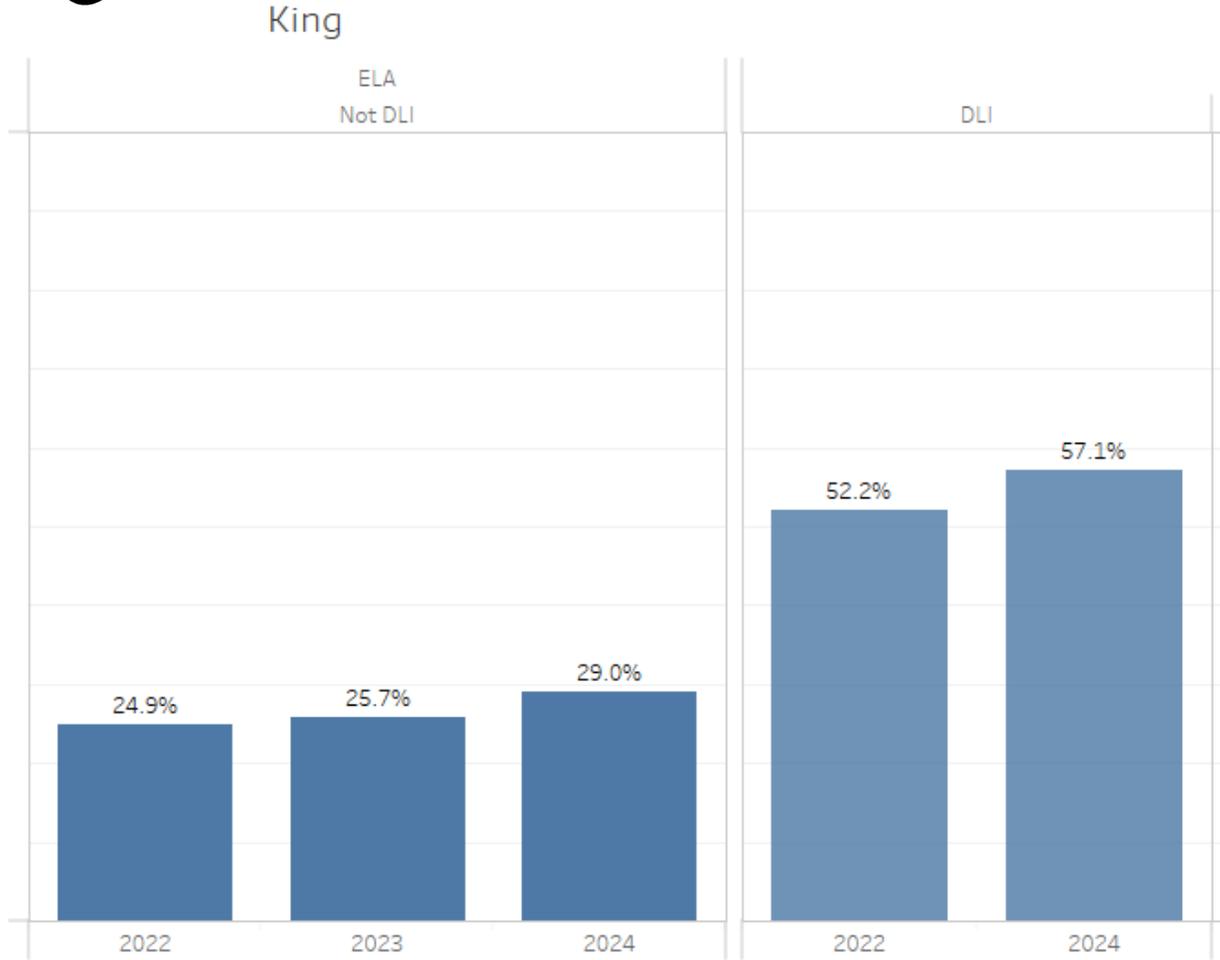
King



- ELL increased by 3.2% from 2023
- Not EL showed increase of 3%



# SUBGROUP-DLI-ELA



- DLI increased by 4.9% from 2023
- Not DLI showed increase of 3.3%

# GMAS RESULTS COMPARISON

## Grade Level Cohort

Ga Milestone		Beginning	Developing	Proficient	Distinguished
ELA 2024	8	37% (90)	33% (81)	21% (51)	9% (21)
ELA 2023	7	44% (106)	29% (70)	21% (51)	5% (12)
		-7	+4	-1	+4
		Beginning	Developing	Proficient	Distinguished
ELA 2024	7	45% (123)	29% (80)	23% (64)	3% (9)
ELA 2023	6	48% (133)	27% (74)	21% (57)	4% (12)
		-3	+2	+2	-1

6th grade 22-23 to 7<sup>th</sup> grade 23-24 cohort decreased beginner by 3% and increased proficient and above learners by 1%

7th grade 22-23 to 8<sup>th</sup> grade 23-24 cohort decreased beginners by 7% increased proficient and above by 4%

# GLOWS & GROWS

## GLOWS

- Master Teacher Leader for Interrelated Teachers
- Master Teacher Leader for SS and Science
- IB integration
- Staff using same Instructional Framework
- Use of IXL
- Data meetings
- AVID-WICOR Strategies
- Interrelated Teacher Planning Days
- Morning Circles

## GROWS

- Looking to add Turnaround Reading Specialist-working with targeted group of students
- Implement Lexia (finding funds)
- More instructional time needed to revisit skills
- Staff using same Instructional Framework
- AVID-WICOR Strategies

**IMPACT**

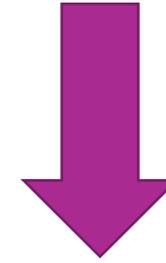
**ARE WE ON TARGET TO  
SUCCESSFULLY ACCOMPLISH  
OUR PRIORITIES?**

# GO TEAM DISCUSSION: DATA PROTOCOL

- What do you notice?
- What are your wonderings?
- What additional questions do you have?

# Timeline for GO Teams

You are **HERE**



1

## Fall 2021

GO Team Developed 2021-2025 Strategic Plan

2

## Summer

School Leadership completed Needs Assessment and defined overarching needs

3

## August

School Leadership completed Continuous Improvement Plan

4

## Sept. - Dec.

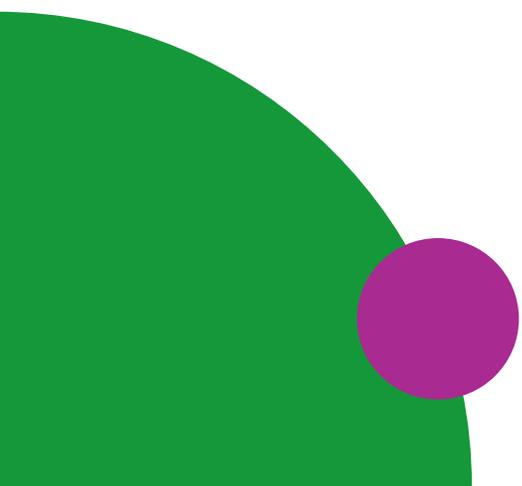
Utilizing current data, the **GO Team** will review & possibly update the school strategic priorities and plan

5

## Before Winter Break

**GO Team** will take action (vote) on the rank of the strategic plan priorities for SY25-26 in preparation for budget discussions.

**QUESTIONS?**





# **DISCUSSION: OPTIONAL SCHOOL UNIFORM**

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# OPTIONAL SCHOOL UNIFORM

In the 2023-2024 school year, the APS Board of Education updated the district's dress code policy. As part of the update, starting with the 2025-2026 school year if a school wishes to **maintain or explore implementing** an optional school uniform, it **must** go through an engagement process and have a vote as outlined below:



## ELEMENTARY

A school uniform is adopted upon the agreement of the principal and a majority vote of the School Governance Team (GO Team).



## MIDDLE

School uniforms are adopted upon the agreement of the principal, GO Team and the elected student government. If the school does not have an elected student government, then a majority vote must be secured from the student body to adopt a school uniform.



## HIGH

School uniforms are adopted upon the agreement of the principal, GO Team and the elected student government. If the school does not have an elected student government, then a majority vote must be secured from the student body to adopt a school uniform.

**If your school currently has a school uniform and wishes to continue it, you must go through this process!**

# ABOE POLICY JCDB STUDENT DRESS CODE

(Last Revised, 06/03/2024)

<http://tinyAPS.com/?APSDressCodePolicy>

## REQUIREMENTS

1. A top of non-see through fabric
2. A bottom of non-see through fabric
3. Shoes
4. Undergarments that are not visible

## RESTRICTIONS

1. No words or symbols that are gang-related, sexually suggestive, obscene or promote illegal behavior
2. Nothing associated with alcohol, illegal drugs or tobacco
3. No flip-flops, athletic slides or footwear that doesn't support the front and back of the foot

# SCHOOL-SPECIFIC DRESS CODES

We have one districtwide student dress code adopted by the Atlanta Board of Education. School-specific dress codes may not contradict Board policy.

## Examples of problematic school specific dress-code provisions

“dress in good taste”

“no baggy pants”

“no sweatpants”

“no activewear”

“no short shorts or skirts”

“no spaghetti straps”

“no tube tops”

“no dresses”

“no tight/revealing clothing”

“no leggings”

“no joggers”

“no ‘extreme’ hairstyles or colors”

“no Crocs”

“all shirts must be tucked in”

“no hoodies/hooded jackets”

“hair should be clean and neatly groomed”

“no shirts which expose cleavage”

“students dressed in uniform are better perceived by teachers and peers”



# SCHOOL UNIFORMS

Schools may choose to adopt an *optional* school uniform.

Effective immediately, **at no time** will students have their instructional time interrupted or be barred from school or class for declining to wear the optional school uniform.

# ESTABLISH AN OPTIONAL SCHOOL UNIFORM

If your school currently has a school uniform and wishes to continue it, you must go through this process!

The GO Team needs to **TAKE ACTION (vote)** on **maintaining or exploring implementing an optional school uniform.**

After the motion and a second, the GO Team may have additional discussion. Once discussion is concluded, the GO Team will vote.

If the GO Team votes to move forward, then the team should proceed to discuss the School Uniform Advisory Committee.

**TAKE  
ACTION**



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# **PRINCIPAL GIBBS REPORT**



# Teaching and Learning for SWD and Gifted

## *SWD*

- Instruction on grade level standards with scaffolding (differentiated)
- Small group instruction as needed
- Modified assignments aligned with individual student needs
- Extended time as outlined in IEPs
- Supports for behavioral challenges (BIPs)/Behavior interventions
- Accessible materials (audio books, graphic organizers, Chromebooks, paper/pencil as needed)
- Preferential seating
- Sensory supports as needed
- Collaboration with related services (Speech, occupational therapists)
- Tutorials
- Paper –Online Homework Support
- WICOR
- IXL
- i-Ready

## *Gifted Services*

- Differentiated instruction to provide challenging material
- Enrichment classes/activities
- Personalized learning
- Flexible pacing to allow students to move ahead at their own pace
- Advanced programming/classes
- High school credit courses (8<sup>th</sup> grade)
- Independent research opportunities
- Preferential seating
- Tutorials
- Paper –Online Homework Support
- WICOR
- IXL
- Enrichment/Clubs/Activities

# Reminder of what we discussed last school year

## ***SWD***

- Stetson Training for all Interrelated and Core Teachers
- Addition of AVID Strategies
  - What is this?
  - Teachers use the WICOR components to plan meaningful lessons in which critical thinking, academic skills, and collaboration are strengthened. WICOR-Writing, Inquiry, Collaboration, Organization and Reading
  - Training for Core Instructional Team this Summer June 2024
  - Training for staff at the beginning of the 24-25 SY
- Master Teacher Leader for Special Education
  - Half day teach, half day coach

## ***Gifted Services***

- Differentiated instruction to provide challenging material
- Personalized learning
- Addition of AVID Strategies
  - What is this?
  - Teachers use the WICOR components to plan meaningful lessons in which critical thinking, academic skills, and collaboration are strengthened. WICOR-Writing, Inquiry, Collaboration, Organization and Reading
  - Training for Core Instructional Team this Summer June 2024
  - Training for staff at the beginning of the 24-25 SY

<https://www.avid.org/teacher-effectiveness> (Teacher Effectiveness)

<https://www.avid.org/student-learning> (Student Learning)





# KING MIDDLE SCHOOL LEVELING AND FY25 BUDGET ADJUSTMENT



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# ENROLLMENT



Projected Enrollment	822
15-Day Count(08.21.24) Enrollment	864
Difference	42

# LEVELING

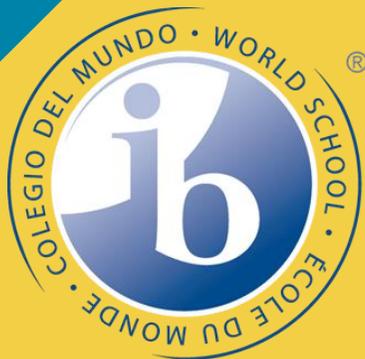
Leveling is the process the District uses to adjust school budget allocations to match student enrollment.

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<b>Budget Adjustment*</b>	\$224, 028 <i>(Increase of 88, 334 from projected)</i>
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*\*The budget adjustment reflects the impact of the following: enrollment changes, FY25 reserve, adjustments to Title I, Family Engagement and School Improvement Allocations, Security Grants and FY24 carryover funds*



What we decided last school year

# Plan for FY25 Leveling Reserve

**\$ 135,694**

Priorities	APS FIVE Focus Area	Strategies	Requests	Amount
Increase level of rigor and relevance	Fostering Academic Excellence for All	Support Math Improvement, Increase Rigor Amongst High School Science Course, Increase Rigor and Material Covered in Algebra Course	Teacher Stipend, Math and Science Online Programming, Teacher Stipends for extra tutorial time, Money for substitutes to support teachers with the GA DOE curriculum, Paper/supplies	100,000
Incorporate the IB learner profiles and approaches to learning skills to develop lifelong learners and address our students' diverse learning styles.	Fostering Academic Excellence for All	IB World School World Language Instruction	Money for new teachers to attend IB training, Money for teachers to attend DLI training/support	35,694

What we decided last school year

# Plan for FY25 Title I Holdback

**\$ 53,683**

Priorities	APS FIVE Focus Area	Strategies	Requests	Amount
Increase support for Parents and Stakeholders	Creating a System of School Support	Create a Parent Center	Furniture and supplies for Parent Center, Money for paper	\$53,863



# Plan for FY25 Leveling Reserve

**\$ 240,230**

Priorities	APS FIVE Focus Area	Strategies	Requests	Amount
Increase level of rigor and relevance	Fostering Academic Excellence for All	Support Math Improvement, Increase Rigor Amongst High School Science Course, Increase Rigor and Material Covered in Algebra Course	Teacher Stipend, Math and Science Online Programming, Teacher Stipends for extra tutorial time, Money for substitutes to support teachers with the GA DOE curriculum, Paper/supplies	100, 000
Incorporate the IB learner profiles and approaches to learning skills to develop lifelong learners and address our students' diverse learning styles.	Fostering Academic Excellence for All	IB World School World Language Instruction	Money for new teachers to attend IB training, Money for teachers to attend DLI training/support	35, 694

# SUMMARY OF CHANGES AS A RESULT OF FY25 BUDGET ADJUSTMENT

Personnel Changes	Non-Personnel Changes
<p>Added Reading Specialist (Half day teach REP classes-half day pull targeted group of students and support with reading skills/strategies)</p> <ul style="list-style-type: none"> <li>• Aligns with increases level of rigor and relevance priority.</li> <li>• (\$124,666)</li> </ul>	<p>Security Grant-Last year’s Go Team decided we would use the funds to get additional cameras, Ballistic Film for exterior classroom windows and badge readers as needed.</p> <ul style="list-style-type: none"> <li>• (\$45,000)</li> <li>• Instructional Equipment and Other Supplies</li> </ul>
	<p>Teaching Stipends-Additional Planning Time to complete IB units and planning for rigor and instruction.</p> <ul style="list-style-type: none"> <li>• Increase level of rigor and relevance</li> <li>• Incorporate the IB learner profiles and approaches to learning skills to develop lifelong learners and address our students’ diverse learning styles.</li> <li>• (\$20,000)</li> </ul>
	<p>Instructional Employee Travel</p> <ul style="list-style-type: none"> <li>• (20,000)</li> <li>• Math Conference</li> <li>• IB Conference</li> </ul>
	<p>Teaching and Other Supplies</p> <ul style="list-style-type: none"> <li>• (30, 564)</li> <li>• Purchase Lexia as an intervention for Reading Instruction</li> <li>• AVID Coaching</li> </ul>

# BUDGET SPECIFICS



- Projected enrollment: **822** Day 15 enrollment: **864** Difference in enrollment: **42**
- Change : **\$224,028**
- Reserves: **\$67,847**
- Title I Adjustment: **\$3,355**
  - Georgia's Title I, Part A funding for 2024-25 decreased due to new census data.
- Family Engagement Adjustment: **\$0**
- School Improvement Adjustment: **\$-100,000**
  - Due to the reduction in Georgia's Title I, Part A funding, the School Improvement set-aside was cut by 73% from the prior year. Consequently, the Georgia Department of Education is unable to grant supplemental implementation funds this year, and your projected allocation has been removed.
- School Security Grant: **\$45,000**
- Carryover of unspent FY2024 non-personnel funds: **\$0**
- Total Adjustment: **\$ 240,230**



# JOIN US ON SATURDAY, SEPTEMBER 28

All GO team members are invited,  
but plan to have at **least 3 members** of your  
GO Team attend!



6th Annual G3 Summit

## LEADING WITH PURPOSE: LET'S GET TO WORK

**TUSKEGEE ARMEN GLOBAL ACADEMY**

Saturday, September 28, 2024

8:30 AM - 2:30 PM

**Go.Grow.Govern.**



# QUESTIONS?

