



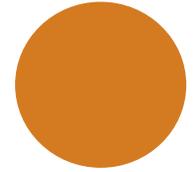
# GO Team Business Meeting #2

Where we are – Where we're going

**Barack & Michelle Obama Academy**  
December 4, 2024

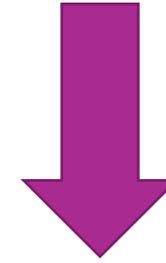
# Where We Are

Our strategic plan is the guide for the work we're doing in the school. By monitoring the plan and ranking priorities, we can all work towards the common goals. Using the priorities in the strategic plan, the school leadership team developed a Continuous Improvement Plan (CIP) for the current school year.



# Timeline for GO Teams

You are **HERE**



1

**Fall 2021**

GO Team Developed 2021-2025 Strategic Plan

2

**Summer 2024**

School Leadership completed Needs Assessment and defined overarching needs for SY22-23

3

**August 2024**

School Leadership completed 2024-2025 Continuous Improvement Plan

4

**Sept. – Dec. 2024**

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 SY24-25 in preparation for budget discussions.



# Discussion Items

**Georgia Milestones Math Data**

**Continuous Improvement Plan Presentation**

**Continuous Improvement Plan and Strategic Plan Alignment**

**Strategic Plan and Continuous Improvement Plan Progress**

**Strategic Plan Update**

**Ranking Strategic Plan Priorities**



# Current Strategic Plan

2021-2025

# STRATEGIC PLAN

**Mission:** Our mission is to enrich, nurture, and respect all children as unique individuals while fostering an environment which develops the social, emotional, physical, and intellectual development of every child.

## Barack & Michelle Obama Academy

**Vision:** To work collaboratively as school leaders, teachers, parents, and community members, to provide a child-centered learning environment focused on high student achievement for all students.

### SMART Goals

#### Literacy

By May 2025, we will increase the percentage of students scoring proficient and above on the Georgia Milestones Literacy Assessment from 28% (2024) to 33% (2025)

#### Mathematics

By May 2025, we will increase the percentage of students scoring proficient and above on the Georgia Milestones Mathematics Assessment from 26% (2024) to 31 % (2025)

#### Whole Child

By May 2025, we will increase the percentage of chronically absent scholars (scholars missing more than 90% of their enrolled days) from 28% (2024) to 18% (2025)

### APS Strategic Priorities & Initiatives

#### Fostering Academic Excellence for All

Data  
Curriculum & Instruction  
Signature Program

#### Building a Culture of Student Support

Whole Child & Intervention  
Personalized Learning

#### Equipping & Empowering Leaders & Staff

Strategic Staff Support  
Equitable Resource Allocation

#### Creating a System of School Support

Strategic Staff Support  
Equitable Resource Allocation

### School Strategic Priorities

1. Improve student mastery of core content knowledge in literacy and mathematics.
2. Prepare all students to have a global mindset inclusive of the learning profiles, learner attributes, and self-inquiry.

3. Utilize various interventions to support closing our current academic gaps.
4. Build systems identifying and addressing root causes to promote social-emotional growth.

5. Build teacher capacity in core content areas, literacy and mathematics.
6. Build teacher capacity in the creation of IB planners through the lens of the content areas, infusing the IB/SEL Competencies.

7. Inform, engage, and activate our parents and community.

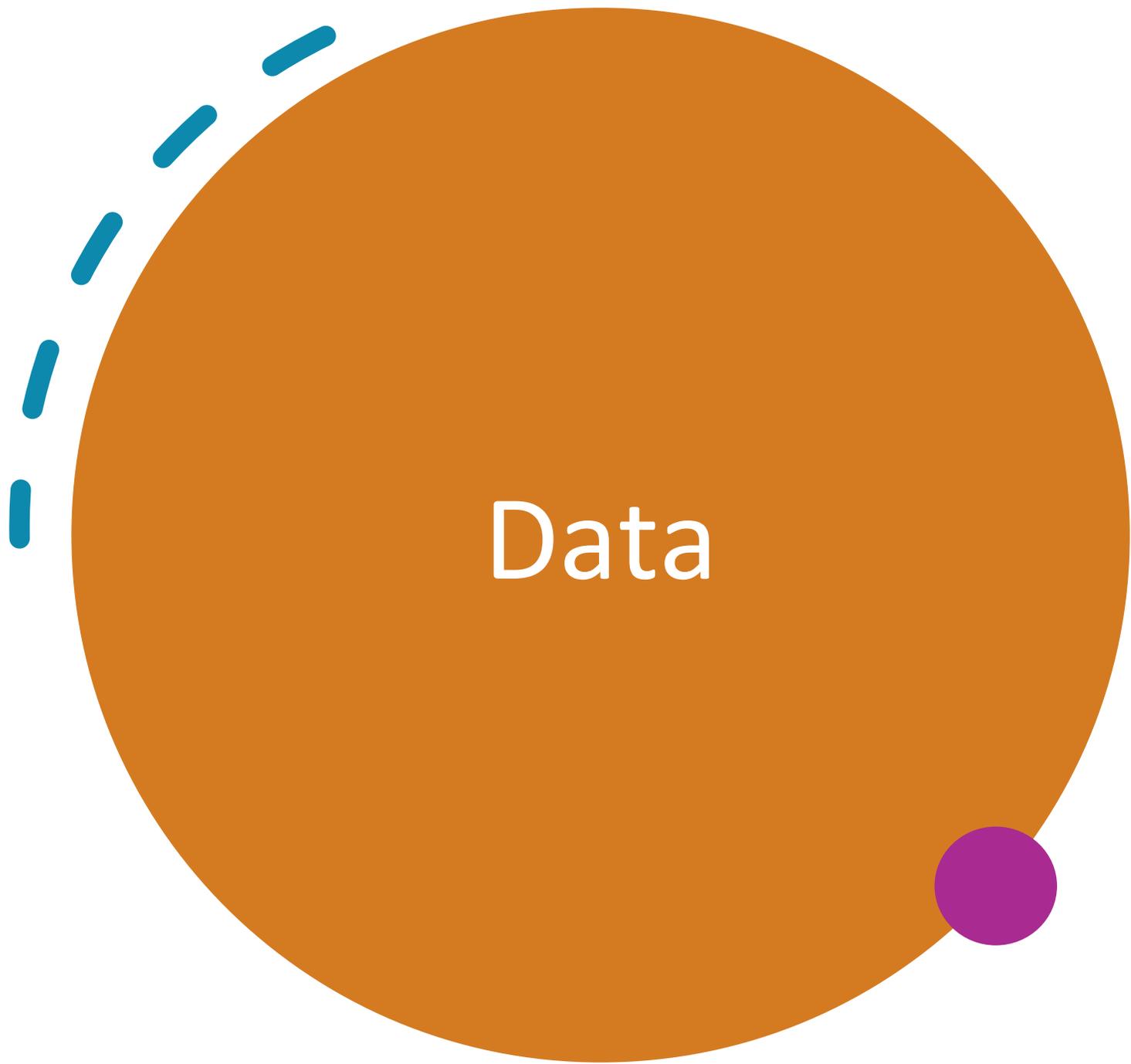
### School Strategies

- 1A. Utilize the Literacy Framework, with fidelity in order to implement research based best practices. (i.e.. mini-lesson, interactive read aloud, and small group instruction) in K-5 classrooms. (Literacy)
- 1B. Implement a phonics based instructional program across K-3 classrooms. (Literacy)
- 1C. Implement Write Score to provide targeted writing instruction in K-5. (Literacy)
- 1D. Implement a conceptual math framework, aligned with the state, using the Georgia Standards of Excellence.
- 1E. Provide remediation and acceleration as indicated by MAP Growth Reading/Math (K-5) & Reading Fluency (PreK-3) Assessment Data.
- 2A. Begin the writing and implementation of the IB planners.
- 2B. Implement a Performing Arts Pathway.

- 3A: Utilize Teacher Tutors to implement small group instruction to support students in both Special Education & general education based on student data needs.
- 3B: Implement an increased literacy block to support targeted, individualized instruction for students within the small group setting.
- 4A: Implement a PBIS school-wide behavior plan with IB/SEL alignment.
- 4B: Implementation of a school based sensory room for students to help support opportunities for Restorative Practices.
- 4C. Foster a sense of community through the House System.
- 4D. Implementation of the Safety Patrol Program.
- 4E. Targeted monthly classroom counselor lessons addressing current needs within the school, grade level, or classroom.

- 5A. Professional learning and coaching support around the Science of Reading and a Structured Literacy Framework (mini-lesson, interactive read aloud, and small group instruction for readers/non-readers).
- 5B. Professional learning to support our schoolwide phonics program (K-3 teachers).
- 5C. Professional learning on effective writing instruction; specifically through the use of the Write Score results.
- 5C. Professional learning and coaching to improve teacher understanding of the Georgia Standards.
- 6A. Monthly embedded professional learning through the IB lens.
- 6B. Monthly IB observations and feedback to each teacher based on a current area of focus.
- 6B. Ongoing monthly professional learning and coaching support with our Restorative Practices Coach and Counselor.

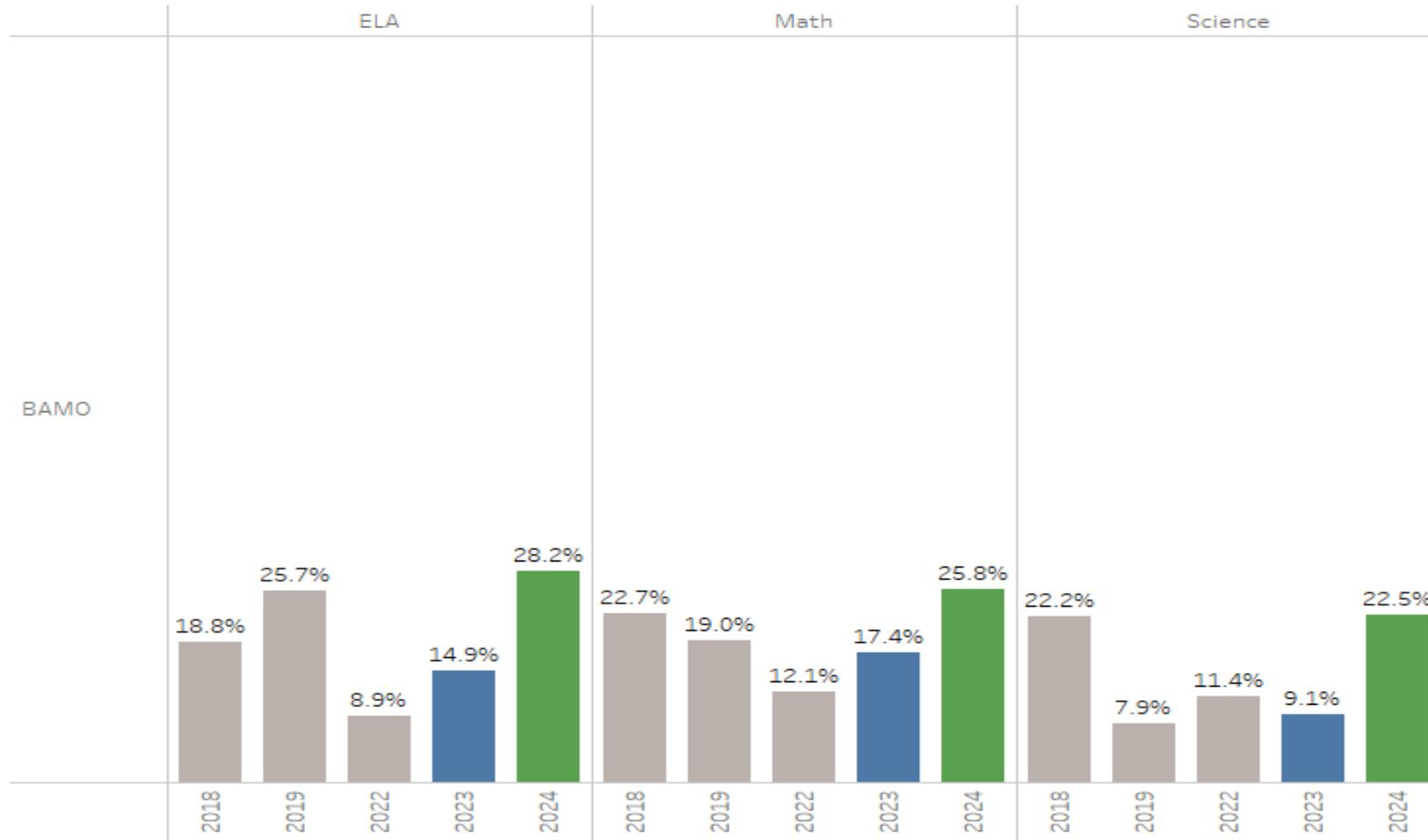
- 7A: Quarterly parent/teacher conference weeks to increase communication around students' academics, attendance, and social needs.
- 7B: Use of our NEST (CARE Team) Members to build relationships with parents and provide opportunities to collaborate in different facets within the building. .
- 7C: Use of multiple communication channels to reach all stakeholders (Wednesday Courier, Robo Call, Remind 101, School Marquee, Twitter, Instagram, School Website).
- 7D: Build community connection and collaboration through outreach and partnerships and community events (i.e. Literacy Night, I Love Math Day, GMAS Carnival, Awards Day, Morning with Moms, All Pro Dads).



Data

# GA MILESTONES RESULTS

Year over Year Milestones Comparison for BAMO

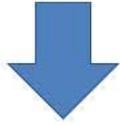
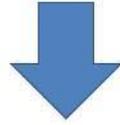
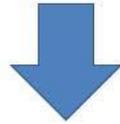




# Continuous Improvement Plan

# CIP NEEDS ASSESSMENT

 Needs Assessment		
*UTILIZE DATA ANALYSIS PROTOCOL SYNTHESIS RESPONSES*		
Strengths	Challenges	
Literacy: Greater than 75% of our students meet or exceeded expectations in Picture Vocabulary on the MAP Fluency Assessment	Literacy: 56% of our students are scoring below proficiency in Phonics Word Recognition. 21% are approaching expectations in Phonics Word Recognition.	
Literacy: 68% of our students meet or exceeded expectations in Listening Comprehension on the MAP Fluency Assessment.	Literacy: The gap in phonics word recognition grew from Fall 2022 to Spring 2023, with 38% scoring below proficiency in the fall and an increase of 18% in the spring	
Literacy: Increase of 9% scoring at developing and above on GMAS in Spring 2023 in grades 3-5. Increase of 6% scoring at proficient and above on GMAS in Spring 2023 in grades 3-5.	Literacy: More than 70% of our students need remediation and support in the writing domain of formulating Key Ideas and Details.	
Literacy (Reading Fluency): 50% of Kindergarteners demonstrated growth in Phonemic Awareness.  5% of First Graders tested out of Oral Reading in the Fall. By Spring, 24% of First Graders tested out of Oral Reading.	Literacy (Reading Fluency): 25 % of Kinder students did not know initial sounds. 3% showed growth in the Winter.  39% of First-Grade Scholars were mastering Decodable CVC words in the fall. The percentage decreased by 17% by the Spring.	
Math: Increase of 6.9% scoring at developing and above on GMAS in Spring 2023 in grades 3-5. Increase of 5.3% scoring at proficient and above on GMAS in Spring 2023 in grades 3-5	Math: Greater than 75% of our students need remediation in Goemetry standards and concepts.	
Whole Child (Attendance): 2023-2024 attendance as trended above 2022-2023 data. August 93.7 to 94.8, September was 92.2 to 95.1, October 93.4 to 93.7, November 92.2 to 94.1, December 93.2 to 92.9;	Whole Child (Attendance): Kindergarten has the lowest ADA attendance, which is 91.9 percent. 2. Not every classroom has 100% take rate 3. In general, Special Education students attendance trends lower than General Education students.	
Behavior: The number of behavior infractions school-wide have decreased by 50%.	Behavior: After reviewing APSGraphs data we noticed that the behavior incidents repeatedly occurred in the same classroom spaces. Therefore, we will provide teachers with a high number classroom incidents with additional classroom supports. In order to guide them with implementing classroom management strategies.	
		
Our Overarching Needs		
Literacy	Numeracy	Whole Child & Intervention
In 3-5, 55% of our students are scoring at the beginning learner on Georgia Milestones, with only 80% of our scholars scoring below proficiency on reading literary texts.	In 3-5, more than half of our students in scoring at beginning learner on Georgia Milestones, with more than 75% of students needing remediation in Number and Operations.	In K-5, 25% of our scholars have chronic attendance concerns (missing more than 10% of then enrolled days of school).

		
<b>Literacy Problem Statement</b>	<b>Numeracy Problem Statement</b>	<b>Whole Child &amp; Intervention Problem Statement</b>
75% of our students in grades 3-5 are not reaching a level of proficiency within the reading domain of Key Ideas and Details.	More than half of our 3-5 students are scoring below proficiency in it relates to the Georgia Milestones Assessment.	25% of our scholars have chronic attendance concerns.
<b>Why?</b>	<b>Why?</b>	<b>Why?</b>
Students do not have the core foundational reading skills necessary to be able to effectively decode and read with fluency.	Students lack application opportunities of concepts related to numerical reasoning and operations.	Previous attempts to support chronic attendance concerns have failed.
<b>Why?</b>	<b>Why?</b>	<b>Why?</b>
Teacher knowledge/capacity of Tier 1 literacy instruction.	There has been a shift in the structure of teaching mathematics. This has been challenging for teachers to grasp and effectively implement.	Each family's dynamic and needs very making it challenging for the team to effectively address.
<b>Why?</b>	<b>Why?</b>	<b>Why?</b>
Teacher lack of fidelity in implementing an effective literacy framework (geared towards the Science of Reading) negatively impacts overall student learning and achievement in the area of reading.	Teacher's lack understanding of the math standards and framework.	There is no protocol and strategy being used to target chronic families with fidelity.
<b>Why?</b>	<b>Why?</b>	<b>Why?</b>
		
<b>Root Cause</b>		
<b>Literacy</b>	<b>Numeracy</b>	<b>Whole Child &amp; Intervention</b>
Teacher lack of fidelity in implementing an effective literacy framework (geared towards the Science of Reading) negatively impacts overall student learning and achievement in the area of reading.	Teachers lack an understanding of the new grade level standards and the approach to the mathematical framework to support the facilitation of learning for all levels of math learners within the building, as it relates to numerical reasoning and operation fluency.	Faculty and staff have an inconsistent and unclear understanding of the schoolwide behavior protocol being used to target absentism, thus there is a failure to effectively support the families in resolving the barriers leading to poor attendance.

		
<b>Our Overarching Needs: Elementary &amp; Middle Schools</b>		
<b>Literacy</b>	<b>Numeracy</b>	<b>Whole Child &amp; Intervention</b>
In 3-5, 55% of our students are scoring at the beginning learner on Georgia Milestones, with only 80% of our scholars scoring below proficiency on reading literary texts.	In 3-5, more than half of our students in scoring at beginning learner on Georgia Milestones, with more than 75% of students needing remediation in Number and Operations.	In K-5, 25% of our scholars have chronic attendance concerns (missing more than 10% of then enrolled days of school).

# CIP SMART GOALS

 <b>Goals</b>		
<b>SMART Goals</b>		
<b>Literacy</b>	<b>Numeracy</b>	<b>Whole Child &amp; Intervention</b>
Literacy Goal 1: By May 2025, we will increase the percentage of students scoring proficient and above, in grades 3-5, on the Georgia Milestones Literacy Assessment from 28% (2024) to 33% (2025).	Numeracy Goal 1: By May 2025, we will increase the percentage of students scoring proficient and above, in grades 3-5, on the Georgia Milestones Mathematics Assessment from 26% (2024) to 31% (2025)	Whole Child Goal 1: By May 2025, we will decrease the percentage of chronically absent scholars (scholars missing more than 90% of their enrolled days) from 28% (2024) to 18% (2025)
<b>Progress Monitoring Measures</b>		
<b>Literacy</b>	<b>Numeracy</b>	<b>Whole Child &amp; Intervention</b>
Common Assessments, MAP Literacy Growth Assessment (K-5) and MAP Reading Fluency (K-3), Write Score	Mid-Module District Assessments, End of Unit District Assessments, MAP Math Growth Assessment	Weekly CARES (NEST) Attendance Meetings, Attendance Data Review APS Graphs (CCRPI dashboard), Attendance tracking protocol used schoolwide

# CIP ACTION PLAN

Action Steps	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness	APS 5	Programs Consolidated in School	
Provide training to the entire DSE teacher team around SDI strategies to support the individualized needs of students based on IEP goals and grade level content.	District SWD Instructional Support, Special Education Lead Teacher, Principal (Robin Christian), Assistant Principal (Keisha Baldwin), Special Education Teachers	August 2024 - May 2025	Professional Learning Presentation District Support Next -Steps/Feedback Email	Student Individualized Plans created by Case Managers, IEP Goals Progress Monitoring Data, Classroom Observations	N/A	Title I, A	<input type="checkbox"/>
						Parent & Family Engagement	<input type="checkbox"/>
						SIG, A	<input type="checkbox"/>
						Title IV, B	<input type="checkbox"/>
						Title IV, A	
Implement targeted small group instruction for scholars scoring at the beginning level to ensure foundational gaps are supported.	School Literacy Coach (Nakita Womack), Teachers (K-5), Teacher Tutors, Principal/Assistant Principal (Robin Christian)/(Keisha Baldwin)	September 2024 - May 2025	Bi-weekly data trackers, CORE Phonics Assessment, Flyleaf Assessment Data	MAP Data, CORE Phonics Inventory	N/A	Title I, A	<input checked="" type="checkbox"/>
						Parent & Family Engagement	<input type="checkbox"/>
						SIG, A	<input type="checkbox"/>
						Title IV, B	<input type="checkbox"/>
						Title IV, A	
							
<b>Numeracy SMART Goal - Numeracy Goal 1: By May 2025, we will increase the number of students scoring proficient and above, in grades 3-5, on the Georgia Milestones Mathematics Assessment from 26% (2024) to 31% (2025).</b>							
Action Steps	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness	APS 5	Programs Consolidated in School	
Implement the district unit internalization protocol with grade level teams.	Math Instructional Coach (Jessica Pope), Principal (Robin Christian), Assistant Principal (Keisha Baldwin), K-5 Math Teachers	July 2024 - May 2025	PLC Agendas Kick-Up Sign-in Sheets Unit Internalization Planning Notes	Commitment Statements Reflection Documents District Created Assessment Data Walkthrough Documentation in Kick-Up	N/A	Title I, A	<input checked="" type="checkbox"/>
						Parent & Family Engagement	<input type="checkbox"/>
						SIG, A	<input type="checkbox"/>
						Title IV, B	<input type="checkbox"/>
						Title IV, A	
Provide bi-weekly lesson internalization of the GaDOE task, including opportunities for teachback.	Math Instructional Coach (Jessica Pope), Principal (Robin Christian), Assistant Principal (Keisha Baldwin), K-5 Math Teachers	July 2024 - May 2025	Professional Learning Presentations Professional Learning Kick-Up Sign-in Sheets Professional Learning Feedback Data	Survey Feedback on Effectiveness and Next Steps Walkthrough Documentation in Kick-Up	N/A	Title I, A	<input checked="" type="checkbox"/>
						Parent & Family Engagement	<input type="checkbox"/>
						SIG, A	<input type="checkbox"/>
						Title IV, B	<input type="checkbox"/>
						Title IV, A	
Facilitate coaching support cycles with math teachers, based on the tier support levels to provide ongoing	Math Instructional Coach (Jessica Pope), Principal (Robin Christian), Assistant Principal	July 2024 - May 2025	Kick-Up Coaching & Feedback Tracker Weekly Coaching	Observation/Feedback	N/A	Title I, A	<input checked="" type="checkbox"/>
						Parent & Family Engagement	<input type="checkbox"/>
						SIG, A	<input type="checkbox"/>
						Title IV, B	<input type="checkbox"/>
						Title IV, A	

levels, to provide ongoing feedback for the implementation of the state framework and standards.	Assistant Principal (Kelsha Baldwin), K-5 Math Teachers	July 2024 - May 2025	Schedule Observation & Feedback Forms & Data	Documentation in Kick-Up	IV/A	Title IV, A <input type="checkbox"/> <input type="checkbox"/>
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**Subgroup Action Steps for Numeracy (required)**

Action Steps	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness	APS 5	Programs Consolidated in School
Conduct data digs with each teacher/case manager to review the MAP Math Learning Continuum for each student; alongside the student's IEP, to determine a targeted plan of support for the student.	Special Education Lead Teacher (Sharon Mitchell), Principal (Robin Christian), Assistant Principal (Kelsha Baldwin), Special Education Teachers, Math Coach (Jessica Pope)	September 2024 - May 2025	Professional Learning Presentations MAP Data Professional Learning Data Dig Protocol	Data Dig Protocol MAP Math Student Reports	N/A	Title I, A <input checked="" type="checkbox"/> Parent & Family Engagement <input type="checkbox"/> SIG, A <input type="checkbox"/> Title IV, B <input type="checkbox"/> Title IV, A <input type="checkbox"/> <input type="checkbox"/>



**Whole Child & Intervention SMART Goal - By May 2025, we will decrease the number of chronically absent (scholars missing more than 90% of their enrolled days) scholars from 28% (2024) to 18% (2025).**

Action Steps	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness	APS 5	Programs Consolidated in School
Revise our current data protocols and steps ensuring that all stakeholder groups have clear roles & responsibilities	Principal (Robin Christian), Assistant Principal (Kelsha Baldwin), BaMO Office Clerk, K-5 Teachers, Social Worker, Care (NEST) Team Members, Grade Level Champions	August 2024 - May 2025	Attendance Teacher Tracker/Weekly Grade Level Notes/NEST Minutes	APS Attendance Dashboard, APS CCRPI Attendance Dashboard	N/A	Title I, A <input type="checkbox"/> Parent & Family Engagement <input checked="" type="checkbox"/> SIG, A <input type="checkbox"/> Title IV, B <input type="checkbox"/> Title IV, A <input type="checkbox"/> <input type="checkbox"/>
Hold bi-weekly teacher & grade level champions meetings to discuss current action steps for targeted students at each grade level.	Principal (Robin Christian), Assistant Principal (Kelsha Baldwin), K-5 Teachers, Social Worker, Care (NEST) Team Members, Grade Level Champions	August 2024 - May 2025	Attendance Teacher Tracker/Weekly Grade Level Notes/NEST Minutes	APS Attendance Dashboard, APS CCRPI Attendance Dashboard	N/A	Title I, A <input type="checkbox"/> Parent & Family Engagement <input checked="" type="checkbox"/> SIG, A <input type="checkbox"/> Title IV, B <input type="checkbox"/> Title IV, A <input type="checkbox"/> <input type="checkbox"/>

**Subgroup Action Steps for Whole Child & Intervention (required)**

Action Steps	Person/Position Responsible	Timeline of Implementation	Method for Monitoring Implementation	Method for Monitoring Effectiveness	APS 5	Programs Consolidated in School
Hold Initial General	Principal (Robin Christian)					Title I, A <input type="checkbox"/> Parent & Family Engagement <input checked="" type="checkbox"/>

Hold initial General Administrative Transfer Meetings with parents to review school-year expectations and the agreed contract.	Principal (Robin Christian), Assistant Principal (Keisha Baldwin), School Clerk, School Business Manager (Maria Scott), Social Worker (Sasha Afeso), SELT	August 2024 - May 2025	Meeting presentation, meeting notice and invitation, meeting sign-in sheet	APS Graphs Dashboard (CCRPI)	N/A	SIG, A	<input type="checkbox"/>
						Title IV, B	<input type="checkbox"/>
						Title IV, A	
							<input type="checkbox"/>
							<input type="checkbox"/>
Meet monthly as a NEST (Care) Team to address concerns/needs of students not meeting the 90% attendance rate. Schedule parent meetings within one week.	NEST Team Members, Principal (Robin Christian), Assistant Principal (Keisha Baldwin), School Clerk, School Business Manager (Maria Scott), Social Worker (Sasha Afeso), SELT	August 2024 - May 2025	Weekly NEST Team Tracker, Weekly NEST Agenda, GAT roster, meeting minutes and next steps	Principal meeting tracker	N/A	Title I, A	<input type="checkbox"/>
						Parent & Family Engagement	<input checked="" type="checkbox"/>
						SIG, A	<input type="checkbox"/>
						Title IV, B	<input type="checkbox"/>
						Title IV, A	
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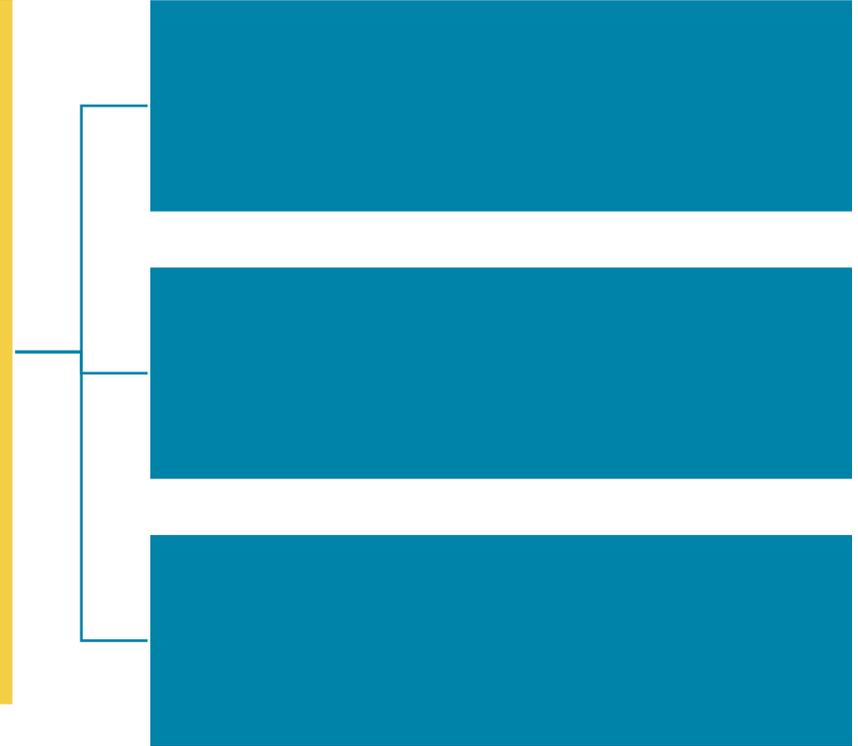


**GO TEAM DISCUSSION:** Review the priorities and goals in your **strategic plan** and the information and goals **CIP**. Reflect on if updates need to be made to the Strategic Plan.

# GO Team Activity & Discussion

Are all CIP Goals reflected in our Strategic Plan Priorities?

If not, which CIP Goal(s) are missing and should be added to the Strategic Plan?



# Activity & Discussion

**GO TEAM DISCUSSION:** Review the priorities and goals in your **strategic plan** and reflect on if the expected progress is being made. These guiding questions will help you determine what, if any, updates are needed for your school's strategic plan.

What progress has been made towards the priorities identified in our Strategic Plan? What evidence/data do we have?

Based upon available data, are there any other adjustments we need to make to the Strategic Plan?

# Updates to the Strategic Plan

1. *Enter all changes/updates to your plan – be sure to include accountability measures, as appropriate.*



# Action on the Updated Strategic Plan

The GO Team needs to **TAKE ACTION (vote)** on its updated Strategic Plan. After the motion and a second, the GO Team may have additional discussion. Once discussion is concluded, the GO Team will vote.

# Preparing for Budget Development



# Discussion

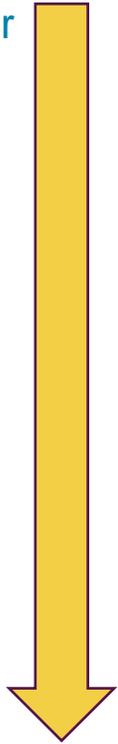
## Strategic Plan Priority Ranking

In preparation for the 2025-2026 Budget Development (January–March 2025), the GO Team needs to rank its Strategic Plan Priorities. Use the next slide to capture the priority ranking.

# Strategic Plan Priority Ranking

Insert the school's priorities from Higher to Lower

Higher

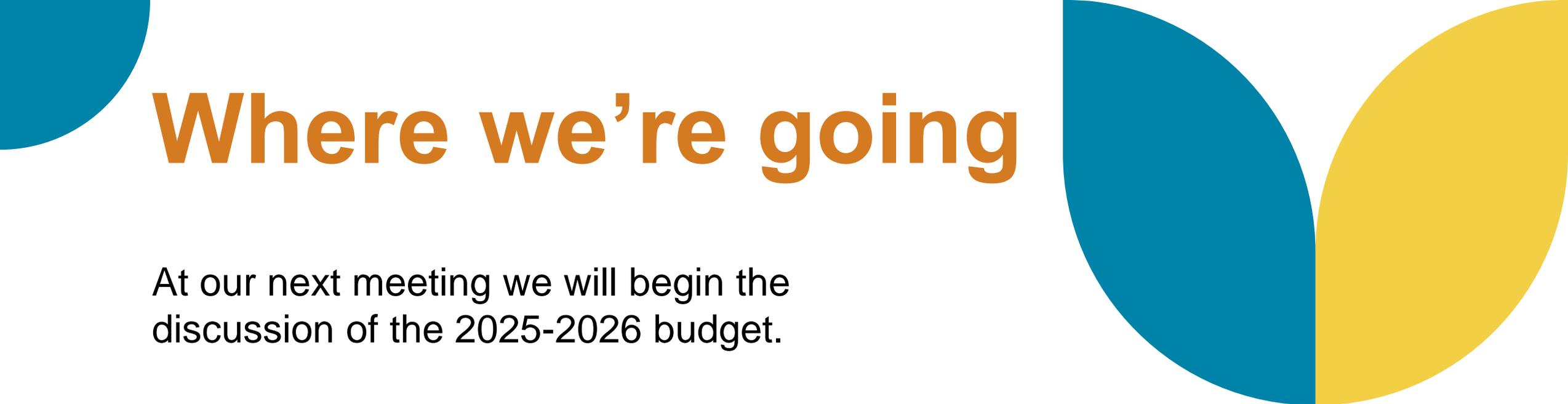


Lower

1. Improve student mastery of core content knowledge in literacy and mathematics. (#1)
2. Build teacher capacity in core content areas, literacy and mathematics. (#5)
3. Utilize various interventions to support closing our current academic gaps. (#3)
4. Inform, engage, and activate our parents and the community . (#7)
5. Build systems identifying and addressing root causes to promote social-emotional growth. (#4)
6. Build teacher capacity in the understanding of IB/SEL competencies. (#6)
7. Prepare all students to have a global mindset inclusive of the learning profiles, learner attributes, and self-inquiry. (#2)

# Action on the Strategic Plan Priorities

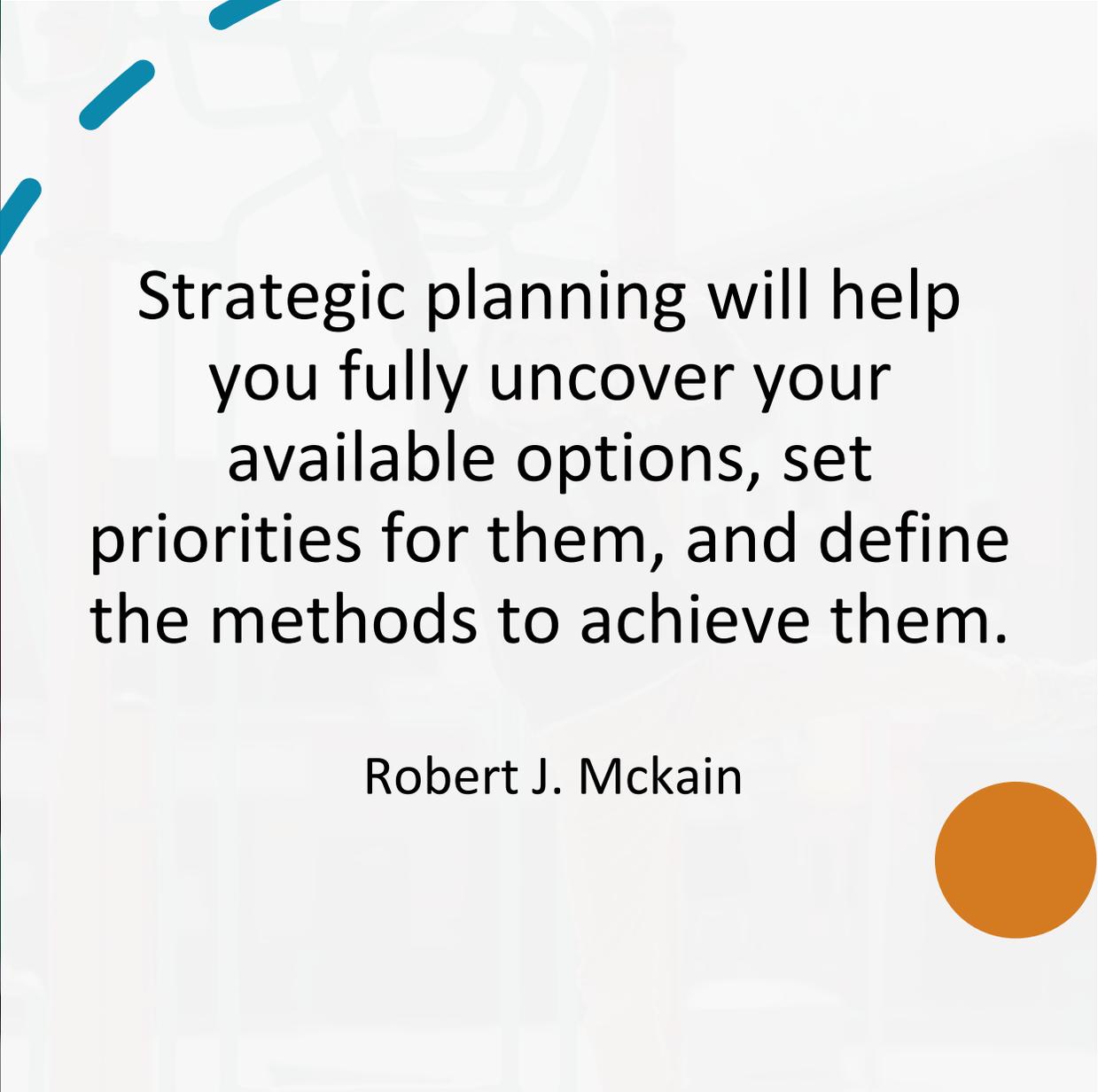
The GO Team needs to **TAKE ACTION (vote)** on its ranked Strategic Plan Priorities. After the motion and a second, the GO Team may have additional discussion. Once discussion is concluded, the GO Team will vote.



# Where we're going

At our next meeting we will begin the discussion of the 2025-2026 budget.

Let me or the Chair know of any additional information you need for our future discussion.



Strategic planning will help you fully uncover your available options, set priorities for them, and define the methods to achieve them.

Robert J. Mckain

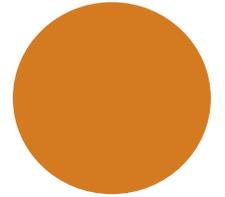


# Where we're going

At our next meeting(s) we will discuss how our data is aligning to our strategic plan and determine if we need to make any adjustments.

Before the end of Fall Semester, we will take **Action** (vote) on any updates to our strategic plan and the ranking our strategic priorities for the 2024-2025 school year.

Let me or the Chair know of any additional information you need for our future discussion.





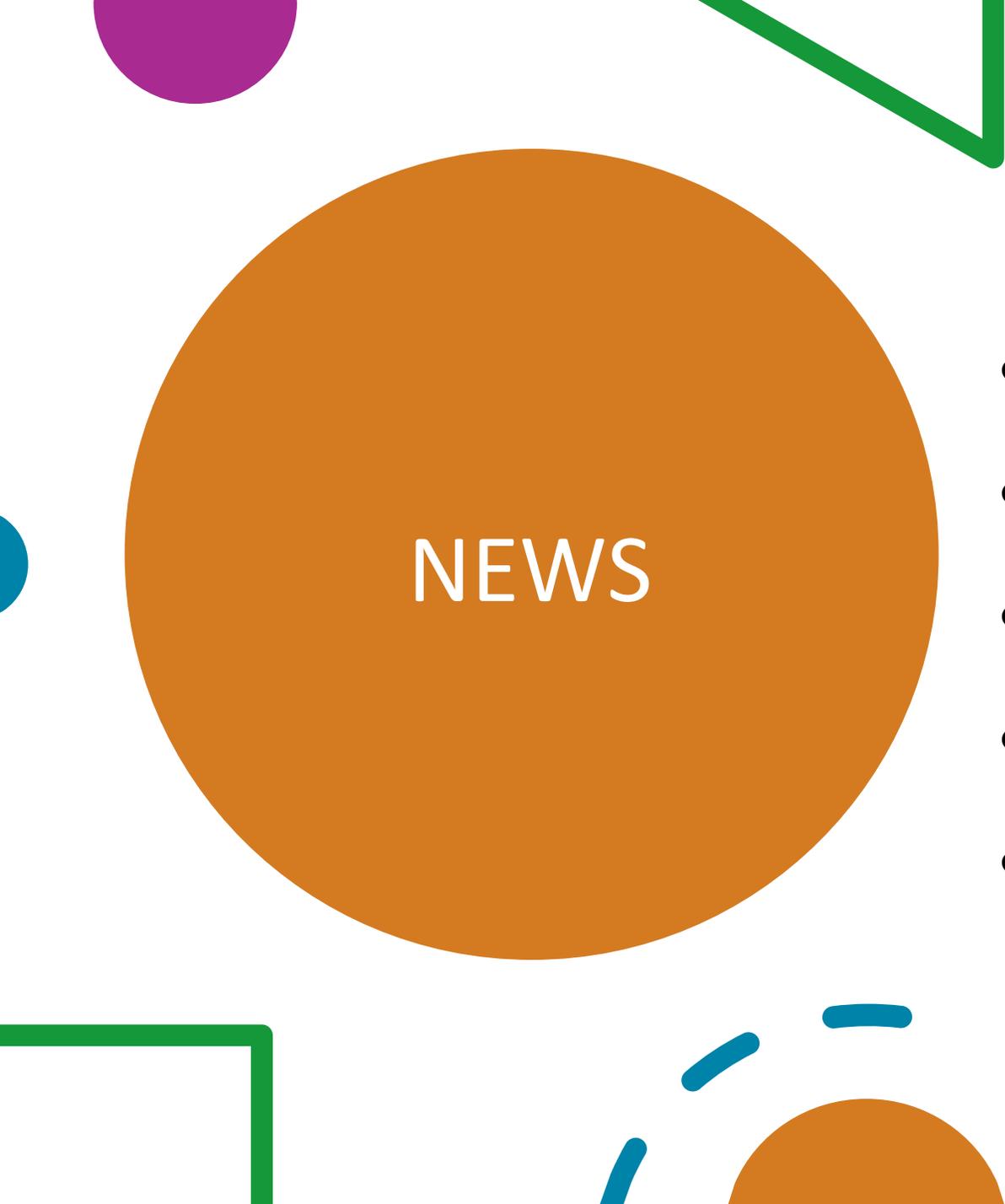
# Principal's Report

# Security Grant Update



- \$43,000
- Door Annunciator Panel
- Additional Radios
- Window Blinds for Every Classroom





# NEWS

- SCANA Homework Center
  - Teacher of the Year Celebration
  - Parent Engagement Day
  - MAP Testing Update
  - Dyslexia Screening
- 



# MARK YOUR CALENDARS

Dec. 6 - Schoolwide Spelling Bee @ 8am

Dec. 7 - Dance Team @ College Park Christmas Parade

Dec. 13 - Falcons Pep Rally @ 1pm

Fine Arts Performance @ Omni

Dec. 18 - Annual Holiday Production @ 6pm

Dec. 20 - Annual Partner Gift Drop