

Strategic Waivers School System (IE²) Partnership Contract

Come now the Bremen City School District Board of Education (Local Board) and the State Board of Education (State Board) and enter into this contract (the Contract) on the day of 2015.

WHEREAS, pursuant to O.C.G.A. § 20-2-81, the Local Board has developed a five-year strategic plan (Strategic Plan), attached hereto as Exhibit A, for improving the performance of its schools;

WHEREAS, the Local Board has proposed a Contract reflecting its Strategic Plan for each of its schools including components for flexibility, accountability, and consequences, as contemplated by state law;

WHEREAS, the Local Board has provided the Georgia Department of Education (GaDOE) with current performance and demographic data for each of its schools;

WHEREAS, the Local Board has proposed a performance template for each of its elementary, middle and high schools (School Plans);

WHEREAS, the Local Board has held a public hearing on September 14, 2015, as provided by state law; and

WHEREAS, pursuant to O.C.G.A. § 20-2-82, the Local Board has entered into negotiations with the GaDOE in consultation with the Governor's Office of Student Achievement (GOSA) concerning its contract,

NOW, THEREFORE, in consideration of the promises, benefits and duties contained herein, the sufficiency and adequacy of which is hereby acknowledged, the parties agree as follows:

1. Local Board. The Local Board agrees that, in exchange for the flexibility outlined in Exhibit B, it will achieve the accountability goals detailed in Exhibit C. The accountability goals for each school will also be reflected in the attached individual School Plans: Exhibit E for elementary schools; Exhibit F for middle schools and Exhibit G for high schools. The Local Board further agrees that if a school fails to meet its accountability goals as set forth in Exhibit C, the Local Board will implement no later than the date specified herein the consequences outlined in Exhibit D. The Local Board further agrees to cooperate with GOSA as it monitors the performance of the schools under its jurisdiction.
2. Governor's Office of Student Achievement (GOSA). In accordance with state law, GOSA will monitor each of the Local Board's schools with regard to its progress toward meeting its intermediate and five-year academic accountability goal as outlined in Exhibit C. Schools meeting the equivalent of three years' of targeted improvement as outlined in Exhibits C, E, F and G, will be deemed as meeting the accountability requirements of this Contract. If any district school is

not in compliance with this goal, then GOSA will notify the State Board and the GaDOE accordingly. Additionally, GOSA will monitor district performance on the operational accountability goals as outlined in Exhibit C. If the school district is not in compliance with these goals, then GOSA will notify the State Board and the GaDOE accordingly.

Because of the need to establish school baseline data based upon Georgia's new assessment system, GOSA will work with Local Board staff to develop CCRPI targets for each school using the accountability metrics detailed in Exhibit C following receipt by GOSA of school-level CCRPI without Challenge Points from the GaDOE. Local Board will then provide to the GaDOE updated Exhibits E, F and G reflecting the appropriate targets for each school and these Exhibits shall be automatically amended into the contract, replacing the earlier Exhibits.

3. Georgia Department of Education (GaDOE). The GaDOE shall provide support to the Local Board's schools that are not high-performing in accordance with State Board Rule 160-7-1-.04 Accountability System Awards and Consequences.
4. Term of Contract. This Contract will be based upon a term of five (5) years of performance accountability allowing seven years of district flexibility for the purpose of setting school benchmarks initially and then again to allow GOSA to finalize Year Five performance results, since CCRPI data for Year Five will not be available until the following year. The additional year at the end of the contract also ensures the implementation of consequences.

5. Contract Extensions. This Contract may be extended on an annual basis beyond the Initial Term if the Local Board successfully meets the terms of the Contract for at least three or more years as determined by the State Board.
6. Contract Renewal. Prior to the end of the Contract Term, the Contract may be amended and renewed for up to five additional years. Renewal is conditional upon a Local Board's satisfactory compliance with the terms of this Contract as determined by the State Board.
7. Amendments. No amendment, change, or modification to this Contract will be binding upon the parties unless such amendment, change, or modification is made in writing as an amendment to this Contract and duly executed by all parties. In accordance with state law, the terms of this Contract may be amended only due to unforeseen circumstances as determined by the State Board of Education or as otherwise permitted by law.
8. Incorporation of Documents. The Local Board has adopted a Strategic Plan, Exhibit A. The flexibility, accountability and consequences components of this contract are outlined in Exhibits B, C and D. For each school under the direct jurisdiction of the Local Board, except for charter schools, a School Plan has been provided as Exhibits E, F, and G. Exhibits A, B, C, D, E, F, and G are hereby each incorporated by reference into this contract. In the event of any inconsistency or conflict concerning any provisions of the Contract including exhibits, any such inconsistency or conflict shall be resolved as follows:
 - (a) First, by giving preference to the terms of the Contract (without exhibits);
 - (b) Second, by giving preference to Exhibits B, C, and D;

(c) Third, by giving preference to Exhibits E, F and G; and

(d) Fourth, by giving preference to Exhibit A.

9. Termination. The State Board may terminate this contract upon ninety (90) days written notice to the other party for reasonable cause. This Contract shall terminate automatically upon execution by all parties of a new partnership contract.
10. Authority. Each party represents and warrants that it has the authority to enter into this Contract and that its governing body has authorized, by proper action, the execution and delivery of the Contract. Each party represents that there is no litigation or proceeding pending or, to its knowledge, threatened against it having a material adverse effect on the right of the party to execute this Contract or the ability of the party to comply with any of its obligations under this Contract.
11. Venue and Governing Law. Any action brought by one party to this Contract against the other party shall be brought in the Superior Court of Fulton County and this Agreement will be governed by and construed in accordance with Georgia law.
12. Headings. The headings in this Contract have been inserted for convenience of reference and shall not affect, expand, or restrict the terms or conditions hereof.
13. Waiver. No party will be deemed to have waived any provisions of the Contract unless such waiver is made explicit in writing and signed by the party waiving such provision. No waiver shall be deemed to be a continuing waiver unless so stated in writing.

14. Waiver of Law and Rule – Notwithstanding any provision to the contrary, this contract shall not be construed to waive or approve variances of any federal, state and local rules, regulations, court orders, and statutes as provided by O.C.G.A. § 20-2-82(e).
15. Assignment. This Contract shall not be assigned or transferred unless consented to in writing by the State Board.
16. Notices. Any notice to be made by either party to the other shall be sufficiently made if delivered in hand, or three (3) calendar days after posting, if sent by registered or certified mail, return receipt requested, to a party hereto at the address set forth below or such other address as a party may designate by notice hereto.
17. Annual Review. Local Board staff will work cooperatively with GOSA in consultation with the GaDOE in monitoring of the accountability portion of this contract. Monitoring will include evaluating each school's progress toward meeting its performance accountability goals. Significant changes in student populations will be considered by GOSA at the end of the contract year and may initiate the review of subsequent performance goals. Further, GOSA may adopt a policy allowing for a second look at school performance to inform its evaluation.
18. Consequences. Should one or more schools or the school district subject to this contract be deemed out of compliance by GOSA and the State Board as provided by law or rule, the Local Board agrees to adopt or implement in a timely manner the appropriate consequence(s) as outlined on Exhibit D. "In a timely manner" means before June 30, 2023, unless the contract is extended or renewed.

19. Effective Dates for Contract Provisions. This contract shall become effective on July 1, 2016 and, unless extended or renewed, will end on June 30, 2023. The performance accountability provisions of this contract will become effective July 1, 2016 and end on June 30, 2021.
20. Time. Time is of the essence for this Contract.
21. Execution in Counterparts. This Contract may be executed in multiple counterparts which, when taken together, will constitute one agreement. Copies of this Agreement will be equally binding as originals and faxed or scanned and emailed counterpart signatures will be sufficient to evidence execution.
22. Entire Agreement. This Contract constitutes the entire agreement between the parties and supersedes any prior understanding or representation of any kind preceding the date of this agreement.

FOR DEPARTMENT:

Attention: Garry McGiboney
Deputy Superintendent for Policy and External Affairs
Georgia Department of Education
205 Jesse Hill Jr. Drive,
2053 Twin Towers East
Atlanta, Georgia 30334
Phone: 404-657-2965
Fax: 404-656-0966

FOR LOCAL EDUCATIONAL AGENCY:

Daryl Sellers, Chairman
Bremen City School District Board of Education
501 Pacific Avenue

David Hicks, Superintendent
Bremen City School District
501 Pacific Avenue

Bremen, GA 30110

Phone: 770-537-5508

Fax: 770-537-0610

Bremen, GA 30110

Phone: 770-537-5508

Fax: 770-537-0610

IN WITNESS WHEREOF, the parties state and affirm that they are duly authorized to bind the respected entities below as of the day and year indicated.

GEORGIA DEPARTMENT OF EDUCATION

Helen Odom Rice, Chairperson, State Board of Education

Richard Woods, State Superintendent of Schools

PUBLIC SCHOOL DISTRICT

Daryl Sellers, Chairman, Bremen City School District Board of Education

David Hicks, Superintendent, Bremen City School District Board of Education

Table of Exhibits – Bremen City School District IE2 Contract 2016

Exhibit A – Strategic Plan

Exhibit B – Flexibility Component of Contract

Exhibit C – Accountability Component of Contract

Exhibit D – Consequences Component of Contract

Exhibit E – School Plans for Elementary Schools

Exhibit F – School Plans for Middle Schools

Exhibit G – School Plans for High Schools



Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"

Investing in Educational Excellence (IE²) System* Application

DISTRICT NAME

Bremen City School District

DISTRICT ADDRESS

501 Pacific Avenue
Bremen, GA 30110

MAY 2015

Richard Woods
State School Superintendent

Introduction

Georgia House Bill 1209 provided an option for “Increased Flexibility for Local School Systems” when it was passed in 2008. School districts that choose this option are known as IE², or Investing in Educational Excellence, Systems. Please note that if HB 502 goes into effect on July 1, 2015, districts that chose the IE² flexibility option will henceforth be known as Strategic Waivers School Systems.

An IE² System is a local school district that operates under the terms of an IE² contract between the State Board of Education and the local Board of Education. The system receives flexibility in the form of waivers of certain state laws, rules and guidelines in exchange for greater accountability for increased student performance.

Your IE² System Application is a petition to the Georgia State Board of Education asking it to create or renew your IE² system. The evaluation of your Application will be led by District Flexibility and Charter Schools Division of the Georgia Department of Education, in partnership with others within the Department (including the Legal Services Division and the Policy Division) and with the Governor’s Office of Student Achievement (GOSA).

The evaluation of your Application will focus on whether the system’s proposed IE² system will leverage the flexibility from elements of Georgia’s education law, rules, and guidelines to improve academic performance. It will also determine whether the proposed IE² system would comply with all applicable laws, rules, regulations, policies and procedures (including Article 4 of Title 20, as amended [O.C.G.A. §§ 20-2-80 through 20-2-84.6], State Board of Education Rule 160-5-1-.33, and Department of Education Guidance on Investing in Educational Excellence Partnership (IE2) Contracts); whether your proposed academic plans are viable; and whether the IE² system is in the public interest.

Please note that submitting an IE² System Application does not guarantee that an IE² contract will be granted. It does guarantee, however, that the Georgia Department of Education will work closely with you to improve your chances of State Board of Education approval of your IE² system contract.

DEADLINE AND SUBMISSION PROCEDURES

Your IE² System Application must be approved by your local Board of Education in accordance with the rules and regulations of your local board. After local submission, review and approval, and once an IE² system application is received at the address below, it will be processed on a first-come, first-served basis.

Georgia Department of Education
District Flexibility and Charter Schools Division
2053 Twin Towers East
205 Jesse Hill Jr. Drive, SE
Atlanta, Georgia 30334

APPLICATION PACKAGE CHECKLIST

Your IE² System Application Package must comply with the following submission procedures.

- ☐ An Application Package includes an original and two copies of the following items:
 - ☐ **IE² SYSTEM APPLICATION COVER SHEET** (Use the form on page 3; the form may not be altered in any way).
 - ☐ **IE² SYSTEM APPLICATION** (Your answers to the questions posed on pages 4-6).
 - ☐ The IE² System Application is limited to 200 words per answer for questions 1-7 and two pages for question 8 – and all answers must be on double-spaced pages using an 11-point Times New Roman font and one-inch margins with a header showing the school system's name and a footer showing consecutive page numbers.
 - ☐ The original must be signed in blue ink. Stamped signatures will not be accepted.
 - ☐ **ASSURANCES FORM AND SIGNATURE SHEET** (Use the Assurances Form and Signature Sheet below on pages 7-9; the Form and the Sheet may not be altered in any way).
 - ☐ The original must be signed in blue ink; stamped signatures will not be accepted.
 - ☐ **EXHIBITS** (See list of required Exhibits below on page 10).
 - ☐ Required Exhibits should be as limited in size as possible (no more than 5 pages per Exhibit). The only exception to this size limitation for Exhibits is your most recent strategic plan (to which you will provide online links).
 - ☐ All Exhibits must be tabbed.
- ☐ Your Application Package must be bound by a binder clip; do not enclose your Application Package in a notebook, binder, or folder.
- ☐ Your Application Package must also include a single CD or USB drive that includes a:
 - ☐ Microsoft Word version of your IE² System Application Cover Sheet
 - ☐ Microsoft Word version of your IE² System Application
 - ☐ PDF Version of your signed Assurances Form
 - ☐ Microsoft Word version of your Exhibits (except for your school plans and strategic plan)
 - ☐ PDF version of your school plans
 - ☐ PDF version of your most recent strategic plan

Faxed or emailed copies will not be accepted. Only complete petitions that comply with these guidelines will be evaluated. Applications will not be returned; please keep a copy for your records.

IE² SYSTEM APPLICATION COVER SHEET

Please enter the requested information in the gray boxes following each question. Thank you!

Proposed IE2 System Information			
1. Full Name of Proposed IE2 System Bremen City School District			
2. Please indicate whether this is a: New Petition X or a Renewal Petition	3. How many schools in total are you proposing to include in your IE2 system? 4		
4. How many of each of the following schools are you proposing to include in your IE2 system? <div style="display: flex; justify-content: space-around;"> Primary School(s) 1 Middle School(s) 1 </div> <div style="display: flex; justify-content: space-around;"> Elementary School(s) 1 High school(s) 1 </div>			
5. On July 1 of what year do you want your IE2 contract to be effective? 2016			
6. IE2 System Street Address 501 Pacific Avenue	7. City Bremen	8. State GA	9. Zip 30110
10. Contact Person David Hicks		11. Title Superintendent	
12. Contact Street Address 501 Pacific Avenue	13. City Bremen	14. State GA	15. Zip 30110
16. Contact's telephone number 770-537-5508	17. Contact's fax number 770-537-0610	18. Contact's E-mail Address david.hicks@bremencs.com	

IE² SYSTEM APPLICATION

The IE² System Application includes 8 questions grouped into two sections. The first section is “The Case”, where you present your school system’s need for an IE² contract. The second section focuses on your proposed “Consequences”.

THE CASE

Please provide extremely concise answers to the following seven questions. Once you have done so, please use your answers to populate a one-page version of *Table 1 - Summary of Challenges Aligned with Initiatives and Necessary Waivers* found at <http://www.gadoe.org/External-Affairs-and-Policy/Policy/Pages/IE2.aspx>

1. What challenges is your school district facing?
 - Provide a brief description of the specific issues that, if resolved, would allow you to consider your school district a complete success.
2. What is the rank order priority of these challenges (from most to least important)?
3. Which of these challenges will your school district be able to address by becoming an IE² system?
4. What specific actions will your district take to address each of these challenges (listed in #3 above) during its five-year IE² term?
5. Provide a clear explanation of how each of these specific actions (listed in #4 above) will address the specific challenge(s).
6. Please list the specific Georgia law or State Board rule that must be waived to allow your district to implement each specific action (listed in #4 above).
 - Please also list the waivers you have used during the past five years (including those granted to the entire state, e.g. class size) and what goals they helped you accomplish during those five years.
 - Per O.C.G.A. 20-2-82(e), the goal for each waiver and variance shall be improvement of student performance.
 - Requested waivers must include at least one of the “Big Four” waivers of state class size, expenditure control, certification, or salary schedule requirements.
7. Indicate the timeline for implementation of each specific action (listed in #4 above).

CONSEQUENCES

8. What consequences do you propose for nonperforming schools, including how you will ensure the implementation of appropriate consequences, both during and at end the end of your IE² contract term?
 - The SBOE shall mandate the loss of governance of one or more of an IE2 System's nonperforming schools. Such loss of governance may include, but shall not be limited to:
 - a. Conversion a school to charter status with independent school level governance and a governance board with strong parental involvement;
 - b. Operation of a school by a successful school system, as defined by GOSA, and pursuant to funding criteria established by the SBOE; or
 - c. Operation of a school by a private entity, nonprofit or for profit, pursuant to a request for proposals issued by the Department.
 - In addition to the loss of governance options specified in the statute that could be imposed at the end of the IE2 contract term, the following options for loss of governance could be implemented during or at the conclusion of the IE2 contract term. Note that the numbering continues from the list above
 - d. Nonperforming schools could have governance reduced by being required to submit a remedial action plan for LBOE approval before the school can implement necessary changes
 - For this option, the District could specify the general requirements such a plan must meet or let the school submit a draft based on its own analysis
 - e. The school could be required to make leadership and faculty/staff changes, including replacing leaders/faculty/ staff and/or an aggressive professional development program
 - f. The school could be required to implement reconstitution if necessary to ensure performance improvements
 - g. The school could be required to develop individual student achievement plans and implement programs such as after school and/or Saturday tutoring programs that provide additional time on task in subject areas specified in the individual plans
 - h. Other options for loss of governance not listed above that address the specific reasons for a school's failure to meet its targets could be proposed in an IE2 application
 - For any loss of governance option presented above, the LBOE would certify to the SBOE that such loss of governance had been imposed

- Remedial action plans imposed on nonperforming schools by LBOEs as a loss of governance option must:
 - Address the specific reasons for a school's failure to meet its targets,
 - Be of sufficient duration to ensure time for necessary changes to be made at the school, and
 - Clarify the link between the amount by which a school target was missed and the severity of the remedial actions

ASSURANCES FORM AND SIGNATURE SHEET

The law requires your school district to provide assurances that it will do certain things and comply with certain laws. This Assurance Form enumerates all of these requirements and, when you submit this signed Signature Sheet with this Assurance Form as part of your IE2 System Application Package, you are providing the legal assurance that your IE2 system understands and will do these things. This form must be signed by a duly authorized representative of the school system.

As the authorized representative of the applicant, I hereby certify that the information submitted in this application for an IE² contract for Bremen City School District located in Haralson County is true to the best of my knowledge and belief; I also certify that if awarded an IE² the school system:

1. Shall be nonsectarian in its programs, admissions policies, employment practices, and all other operations;
2. Shall not discriminate against any student or employee on the basis of race, color, ethnic background, national origin, gender, disability or age;
3. Shall be subject to all federal, state, and local rules, regulations, court orders, and statutes relating to civil rights; insurance; the protection of the physical health and safety of school students, employees, and visitors; conflicting interest transactions; and the prevention of unlawful conduct;
4. Shall be subject to the provisions of O.C.G.A § 20-2-1050 requiring a brief period of quiet reflection;
5. Shall ensure that the IE² system is subject to the provisions of O.C.G.A. § 50-14-1 et seq. and O.C.G.A. § 50-18-70 et seq.;
6. Shall ensure that all teachers will be certified or highly qualified in compliance with No Child Left Behind;
7. Shall comply with the accountability provisions of O.C.G.A. § 20-14-30 through § 20-14-41 and federal accountability requirements, and participate in statewide assessments;
8. Shall adhere to all provisions of federal law relating to students with disabilities, including the IDEA, Section 504 of the Rehabilitation Act of 1974, and Title II of the Americans with Disabilities Act of 1990, as applicable;
9. Shall provide state and federally mandated services for English Language Learners, as applicable;

10. Shall provide for supplemental educational services as required by federal law and pursuant to SBOE Rule 160-4-5-.03, and for remediation in required cases pursuant to SBOE Rule 160-4-5-.01;
11. Shall notify the state of any intent to contract with a for-profit entity for education management services;
12. Shall be subject to the requirement that it shall not charge tuition or fees to its students except as may be authorized by local boards by O.C.G.A. § 20-2-133;
13. Shall comply with federal due process procedures regarding student discipline and dismissal;
14. Shall be subject to all laws relating to unlawful conduct in or near a public school;
15. Shall have a written grievance procedure to resolve student, parent, and teacher complaints;
16. Shall comply with the provisions of O.C.G.A. § 20 -2-211.1 relating to fingerprinting and criminal background checks;
17. Shall ensure that if transportation is provided for its students, the system shall comply with all applicable state and federal laws;
18. Shall ensure that if the IE² system participates in federal school meals programs, then each participating system IE² school shall comply with all applicable state and federal laws;
19. Shall prepare a safety plan in accordance with O.C.G.A. § 20-2-1185 and submit and obtain approval from the Georgia Emergency Management Agency;
20. Shall comply with the state facility requirements regarding site codes, facility codes, the submission of architectural plans for any new facility that the system may build or occupy during the IE² term and all other facility requirements as established by the Department;
21. Shall be subject to all reporting requirements of O.C.G.A. § 20-2-160, subsection (e) of O.C.G.A. § 20-2-161, O.C.G.A. § 20-2-320, and O.C.G.A. § 20-2-740;
22. Shall be subject to an annual financial audit conducted by the state auditor or, if specified in the IE² contract , by an independent certified public accountant licensed in this state;
23. Shall acknowledge that all criteria used to calculate QBE funding may not be waived;
24. Shall follow any and all other federal, state, and local laws and regulations that pertain to the applicant or the operation of the IE² system; and
25. Shall ensure that all new principals and other school leaders, central office staff, superintendents, and Board of Education members receive a detailed orientation session on their IE² system commitments as part of their “on-boarding” process.

This IE² System Application, Assurance Form, and attached Exhibits were approved by the Bremen City School District Board of Education on the 14th day of September, 2015.

Superintendent

Date

Chair, Local Board of Education

Date

If an IE² contract is granted, all Petitioners assure that the proposed IE² system programs, services, and activities will operate in accordance with the terms of the IE² contract and all applicable federal, state, and local laws, rules, and regulations.

Superintendent

Date

Chair, Local Board of Education

Date

EXHIBITS

The following Exhibits are required to complete your IE² System Application Package. Please tab the Exhibits to match the item numbers below. Exhibits should be as limited in size as possible (no more than 5 pages per Exhibit). The only exceptions to this size limitation for Exhibits are your most recent annual audit and your most recent accreditation report.

1. Signed local Board of Education resolution approving the creation of the IE² system.
2. Notice that was sent to each principal within the proposed IE² system regarding required hearings on the IE² system application.
3. A list of all schools to be included in the IE² system, including new schools or college and career academies that will be formed throughout the life of the IE², with an indication of which existing schools are currently in Needs Improvement status.
4. School plans using the template found on our website at <http://www.gadoe.org/External-Affairs-and-Policy/Policy/Pages/IE2.aspx>
5. A brief description of the IE² system that includes the name, the mission, grades served, the focus of the curriculum, instructional methods to be used, including any distinctive or unique instructional techniques or educational programs to be employed, and other pertinent information.
 - Your description will be used by the Department to provide information to the public about applicants and new IE² systems.
6. A brief description of the system's fiscal history and whether the system is or has ever operated under a fiscal deficit.
7. Online link to the school system's most recent annual audit.
8. Online link to the school system's most recent accreditation report.
9. Online link to the school system's most recent strategic plan.

Table 1 - Summary of Challenges Aligned with Initiatives and Necessary Waivers

Challenges in Prioritized Order	Specific Initiative/Action and Explanation	Waiver(s) Requested
Ensuring the financial stability of Bremen City Schools despite the unstable and unpredictable revenue growth.	The Bremen City School District will align all spending priorities with the district's strategic plan to improve student achievement. The state revenue source currently contributes to a minimal percentage of the actual cost of operating schools at a high level and therefore the district will leverage the reduction in spending constraints to support the core business of teaching and learning.	<ul style="list-style-type: none"> • Class-size and Reporting requirements (O.C.G.A. § 20-2-182) • Direct Classroom Expenditures and Expenditure Controls (O.C.G.A. § 20-2-171, O.C.G.A. § 20-2-167) • QBE Financing except to the extent it relates to funding (O.C.G.A. § 20-2-161) • Program Enrollment & Appropriation except to the extent it relates to funding (O.C.G.A. § 20-2-160) • Personnel Required (SBOE Rule 160-5-1-.22)
Ensuring that Bremen City Schools can increasingly personalize the learning experience and environment for all students and advance student learning as indicated by student achievement measures.	The Bremen City School District will pursue innovative course design that accounts for varied paces of student learning and unique student interests. Through the increased use of digital resources, embedded courses, innovative instructional models, and advanced learning opportunities, the district will facilitate new thinking about engaging instructional experiences and environments for students' learning needs today.	<ul style="list-style-type: none"> • ELL Program Requirements (O.C.G.A. § 20-2-156) • Educational Programs (O.C.G.A. § 20-2-151 to 20-2-156) • Organization of Schools; Middle School Programs; Schedule (O.C.G.A. § 20-2-290) • Competencies and Core Curriculum, Online Learning (O.C.G.A. § 20-2-141.1, O.C.G.A. § 20-2-142) • Promotion and Retention (O.C.G.A. § 20-2-283) • Graduation Requirements for the purpose of substitution of equivalent or higher level requirements which will assist students in acquiring the knowledge and skills necessary to be successful as they continue their education at the postsecondary level/or enter the workforce (SBOE Rule 160-4-2-.48) • School Day and Year for Students and Employees (O.C.G.A. § 20-2-151, O.C.G.A. §

		20-2-160(a) , O.C.G.A. § 20-2-168(c) <ul style="list-style-type: none"> Health and Physical Education Program except as prohibited by O.C.G.A. § 20-2-82(e) , (SBOE Rule 160-4-2-.12)
Ensuring that Bremen City Schools can attract and retain effective teachers, leaders, and professional personnel to meet the projected student growth for the future.	The Bremen City School District highly regards the traditional preparation of school educators and intends to consider the additional value that could be added to classroom instruction and student supports by expanding employment practices to consider professional practitioners in specialty fields such as technology, science and engineering, and child support roles. Additionally Bremen City Schools desires to ensure that all employees are compensated at competitive rates while valuing prior non-teaching responsibilities associated with an employee's teaching or support assignment.	<ul style="list-style-type: none"> Salary Schedule requirements (O.C.G.A. § 20-2-212) Certification requirements (O.C.G.A. § 20-2-108, O.C.G.A. § 20-2-200, O.C.G.A. § 20-2-201, O.C.G.A. § 20-2-204)
Ensuring that Bremen City Schools can meet the unique academic, resource, and support needs of all schools.	The Bremen City School District is comprised of 4 schools and covers a geographic region within the City of Bremen but also accepts students from outside the City of Bremen. The district values the unique strengths and specific needs of each of the 4 schools and will leverage flexibility in order to best advance teaching and learning at every school.	<ul style="list-style-type: none"> Categorical Allotment requirements, Article 6 of Chapter 2 of Title 20 (O.C.G.A. § 20-2-183 to 20-2-186) School Attendance, Compulsory Attendance as it relates to the attendance protocol (O.C.G.A. § 20-2-690.2)

BREMEN CITY SCHOOLS
Strategic Plan

Purpose

Bremen City Schools.....Excellence In All We Do

Academic

Objective Statement: To continue and improve upon best practices that will enhance the academic experience of all Bremen City Schools students.

Goals

1. Student assessment results drive all instructional planning. Data collected through assessment informs and leads to differentiated instruction.

Strategy to Meet Goal

Monthly Data Meetings, Annual Data Reviews, Schedules that allow students access to instruction to meet individual needs for all students (Connection Classes (BMS), Support Classes (BHS), Extended Day, ELT (BMS), Acceleration Period (BA), AP Classes, AC classes, Gifted resource), tutoring before and after school, Credit Recovery, Blue Devil Block (BHS), college entrance exam prep, supportive instructional services including EIP, REP and Title I, and differentiated instruction in all classrooms.

Who's Responsible: Administrators, Interventionist, and Teachers/Staff

Resources Needed: Professional Learning Opportunities and Tools to Assess Student Progress

Timeline: August 2015 through May 2016

Measurements: Universal Screening Tool, Progress Monitoring tool, Benchmark Assessments, End-of-Grade assessment (EOG), Unit Pre/Post Tests, Student Learning Objectives and End-of-Course assessment (EOC)

2. To support continued understanding and effective delivery of CCGPS throughout the school system, common assessment development occurs horizontally and instructional decisions with emphasis on skill development occur vertically.

Strategy to Meet Goal

Continue to schedule vertical and horizontal meetings at school and system level. Review assessments in all subject areas system wide.

Who's Responsible: Administrators and Teachers/Staff

Resources Needed: Time Allotted for Teacher Planning/Collaboration

Timeline: August 2015 through May 2016

Measurements: System Assessment Calendar, System Vertical Meeting

Minutes, and Building Level Department and Vertical Meetings

3. Professional learning and discussion dominates a vast majority of teacher/staff meeting agendas with an emphasis on CCGPS, Literacy, Writing, Differentiation with Subgroup Emphasis, Assessment, CCRPI, TKES and SLOs.

Strategy to Meet Goal

To support professional learning as an on-going process, time will be scheduled on a monthly basis for professional learning communities.

Who's Responsible: Administrators

Resources Needed: Professional Learning Time, Professional Materials, Frameworks/Units and TKES/LKES Evaluation System; Content Specific Professional Learning Opportunities.

Timeline: August 2015 through May 2016

Measurements: Professional Learning Embedded in School Improvement Plans, Professional Learning Calendar

4. Expand and strengthen understanding of Response to Intervention (academic and behavior) and effectively implement the Pyramid of Interventions at all schools.

Strategy to Meet Goal

Use of Interventionist; Research based interventions embedded into daily schedule

Who's Responsible: Administrators, Interventionist, Teachers/Staff

Resources Needed: Professional Learning; Personnel support

Timeline: August 2015 through May 2016

Measurements: RTI Processes and Procedures manual; Professional Learning Calendar; Progress Monitoring and Benchmarking Calendar and Timeline, Designated Time for RTI/SST Meetings

5. Continue to maintain and/or increase student achievement.

Strategy to Meet Goal

Data Review (with emphasis on subgroup results), monthly data meetings, daily schedules with math and reading interventions embedded to support differentiation, writing across the curriculum, STEM collaboration, planning and implementation, professional learning to support differentiated instruction, flexible grouping, higher order thinking skills, depth of knowledge, vertical alignment meetings (building and system level), extended day, ELT (BMS), Acceleration Period (BA), EIP, Title I services, Connection Classes, and Support classes

Who's Responsible: Administrators and Teachers/Staff
Resources Needed: Professional Learning Time and Technology for Diagnostic Assessment and Instruction, Georgia LDS
Timeline: August 2015 through May 2016
Measurements: Student Achievement; CCRPI

Operations

Objective Statement: To leverage resources to the maximum benefit of all Bremen City Schools students.

Goals

1. Continually monitor SPLOST revenue from both Haralson/Carroll to plan for future facility needs.

Strategies to Meet Goal

Widely communicate future plans for facilities through the use of faculty meetings, surveys and information posted on the website.

Who's Responsible: Superintendent, Board Members, Principals, Faculty and Sub-Committee Members

Resources Needed: Time

Timeline: 2015 through 2016

Measurement: Survey Gauging Stakeholder Understanding

Revisit and modify current long range facilities plan to prepare for anticipated student enrollment increases.

Who's Responsible: Superintendent, Board of Education, Director of Facilities, Principals, Sub-Committee, and Parents

Resources Needed: Time, Financial, and Space

Timeline: Ongoing

Measurement: Facilities Meet our Needs

2. Continue to follow and improve upon all recognized good practices related to expenditure controls at each individual school site as well as at the system level.

Strategies to Meet Goal

Continually update and communicate system expectations for all expenditure controls both at the central office and school level.

Who's Responsible: Superintendent, Financial Director, Principals, and Staff

Resources Needed: Meeting Times to Explain Expectations/Training

Timeline: 2015 through 2016

Measurement: No Expenditure Related Annual Audit Findings/Year to Date Budget Review

Widely communicate how school system budgets work through the use of faculty meetings, surveys, and information posted on the website.

Who's Responsible: Superintendent, Financial Director, Board Members, and System Leadership

Resources Needed: Meeting Times to Explain Budget

Timeline: 2015 through 2016

Measurement: Stakeholder Surveys and Community Feedback

Develop and administer the annual school system budget based upon expected and actual revenues and expenditures.

Who's Responsible: Superintendent, Financial Director, Board Members, System Leadership, and Faculty/Staff

Resources Needed: Time and Applicable Training for Staff

Timeline: Annually

Measurement: School System Solvency/Adherence to Budget

Create expenditure controls procedures manual for Federal Programs

Who's Responsible: Financial Director and Assistant Superintendent

Resources Needed: Time/Training if Applicable

Timeline: Summer of 2015

Measurement: Manual Created and Utilized for 2015-2016

3. Strategically plan for technology needs into the future.

Strategies to Meet Goals

Distribute a technology survey to faculty/staff to assess specific technology challenges.

Who's Responsible: Superintendent, Director of Technology, and Principals

Resources Needed: Time to Develop and Conduct Survey

Timeline: Fall 2015

Measurement: Results of Survey Used to Make Decisions

Continually review and modify the three year technology plan.

Who's Responsible: Superintendent, Director of Technology, System Leadership, and Faculty/Staff

Resources Needed: Time

Timeline: 2015 through 2018

Measurement: Technology Needs Met

4. Continue to improve upon offering quality breakfast options, break items and well balanced lunches to students and staff.

Strategies to Meet Goals:

Conduct surveys of students, staff and community members including parents, review financial data pertaining to the BCS food service program, review state and federal nutrition guidelines as it relates to public school foodservice.

Who's Responsible: Food Service Director/Principals/Assistant Superintendent and Superintendent

Resources Needed: System Surveys, Student Surveys, Financial Data and State and Federal Guidelines

Timeline: Semi-Annually

Measurement: Review Trends, Set Quality Expectations, and Review Survey Data

Widely advertise the BCS food service program emphasizing the importance of the program. Additionally, continue to publicize the fresh produce market each year as well as other initiatives implemented by the program.

Who's Responsible: Food Service Director and Superintendent

Resources Needed: Time and Utilization of Means of Communication

Timeline: Ongoing

Measurement: Surveys and Other Data Collection Measures Reflect Greater Awareness of the Program's Initiatives

5. Collectively maintain clean school facilities

Strategies to Meet Goal:

Use building level employees and a report card system to communicate expectations, levels of quality and improvement. Review custodial service cost and measure the effectiveness of the system to desire levels of expectations. Use survey data as perceptual results to focus on areas of strength and areas of improvement. Conduct system-wide walk through visits by the BCS central office to assist building level principals in maintaining clean and quality facilities.

Who's Responsible: Outsource Custodial Company, Building Level Administration, Central Office Administration, Students and Staff

Resources: Report Cards, Surveys and Observation

Timeline: Weekly, Monthly and Annually

Measurement: Report Cards, Review Trends, Set Quality Expectations, and Review Survey Data

6. Collectively maintain safe schools

Strategies to Meet Goal:

Maintain a system perspective toward safety with coordination from the system level. School-level safety plans will be written with coordination from the system level. Safety plans will incorporate involvement from local and state agencies including the fire marshal, emergency management agency, and law enforcement. Scheduled safety walks by system level personnel will occur. Resources will be sought and allocated as available to strengthen campus safety such as safety vestibules being installed at each campus.

Who's Responsible: Assistant Superintendent/Director of Operations/School Administrators/Teachers

Resources Needed: Funding and Time

Timeline: 2015 through 2016

Measurement: Improved Safety/Readiness System-Wide

Public Relations/Communication

Objective Statement: To continually foster positive communicative relationships with all persons associated with Bremen City Schools for the betterment of its students.

Goals

1. Collaboratively involve stakeholders in shaping the direction of Bremen City Schools.

Strategies to Meet Goal

Advertise for volunteers to assist with specific needs. Send out more periodic reminders of opportunities to volunteer.

Who's Responsible: Administrators or Appointed Personnel

Resources Needed: Advertisement and Selection Process/Time

Timeline: 2015 through 2016

Measurement: Volunteer List on Website and Email Reminders

Responsible use of social networking technology.

Who's Responsible: Administrators, Director of Technology, and Appointed Personnel

Resources Needed: Webmaster, Personnel to Upload and Monitor

Timeline: 2015 through 2016

Measurement: Information Dissemination through Use of Multiple Technologies (Facebook, Twitter, School and System Websites, Texting Including Remind)

2. Continue and improve upon information dissemination among employees and the community by fully utilizing all technology available.

Strategies to Meet Goal

Grow parent, business, and employee email distribution list.

Who's Responsible: School Level Appointment/Superintendent

Resources Needed: Point of Contact and Time

Timeline: Ongoing

Measurement: Existence and Use of Distribution List

Increase use of texting to notify parents/community of pertinent information including upcoming events, important assignments/tests, and announcements. Remind parents of texting options at early release conferences. All teachers utilize “Remind” to keep parents/students informed. Transition year students/parents (i.e. 5th to 6th, 8th to 9th, etc.) are included among notifications from schools the students will be attending the next year (ex. Try-outs)

Who’s Responsible: Teachers/Administrators

Resources Needed: Time

Timeline: 2015 through 2016

Measurement: Texting Notification Systems Widely Used

Implement a more formalized “homework help” method for students and parents to utilize at home while working on assignments and homework.

Who’s Responsible: Superintendent/Director of Curriculum Instruction/Principals/Teachers

Resources Needed: Time and Potentially Funding

Timeline: 2015 through 2016

Measurement: Homework Help Options Available

3. Continue and improve upon maintaining an open organization where differing professional opinions are valued and discussed with the understanding that decisions are driven by what is in the best interest of the students.

Strategy to Meet Goal1

Maintain current information for system and school websites. Utilize electronic newsletters as well as a standard format for all websites.

Who’s Responsible: Principals/Superintendent/Designees

Resources Needed: Personnel to Administrator and Monitor

Timeline: Ongoing

Measurement: Format Consistency and Current Websites

Increase faculty awareness of technology and its instructional and communicative value.

Who’s Responsible: Administration/Technology Department

Resources Needed: Professional Learning/Time

Timeline: Ongoing

Measurement: Administratively Created Professional Learning Topics and Administrative Observation of Progress

NOTE: The system strategic plan is ever evolving as goals are accomplished by the school system and based upon survey information obtained from stakeholders.

Academic Accomplishments (Chronological):

- Improved high school science lab materials and resources
- Increased advanced placement offerings

- Aligned professional learning system-wide and based upon assessment results
- Georgia Performance Standards implementation
- GAPSS (Georgia Assessment of Performance on School Standards) review for all schools
- Standards-based classrooms
- Job-embedded professional learning
- Curriculum maps/pacing guides development
- Assessment/benchmarking improvement
- 100% highly qualified teachers and staff
- Third highest graduation rate in the state of GA (Class of 2011)
- High standardized test results (JES and BHS – Schools of Excellence)
- High standardized writing scores
- Special education students recognized for high achievement
- Implementation of RTI (response to intervention)
- Vertical alignment meetings (math, reading, language arts, writing, CTAE, and special education)
- Full implementation of ClassKeys teacher evaluation program
- Common Core GPS training/preparation
- Successful completion of SACS five year visit
- Common Core GPS implementation
- Vertical alignment meetings continue with Science added
- JES named a “Reward” school for Spring 2012 CRCT results
- No school identified as a Priority, Focus, or Alert school based upon student test performance
- Continued system strategic planning involving staff and parents
- Began and continuing poverty training for all staff
- 2012-2013 BCS state writing scores continue to improve
 - 11th Grade - Meets/Exceeds = 97.3% (16% Exceeds)
 - 8th Grade – Meets/Exceeds = 95% (25% Exceeds)
 - 5th Grade – Meets/Exceeds = 86% (14% Exceeds)
- Created a RTI Specialist position to assist our students and teachers with full implementation of RTI
- Based on 2011-2012 test data, all BCS schools have a CCRPI score of 90 or above
- Spring 2013 CRCT scores reflect a 90% or higher meets/exceeds rate in all grades and subjects with one exception
- JES named a 2012 Georgia School of Excellence
- Implementation of TKES and LKES Evaluation System – 2013-2014
- CCRPI (College and Career Ready Performance Index) 2013 System Average of 90.5 – Highest in the State Among All Georgia School Systems
- State Mandated Student Writing Scores in 3rd, 5th, 8th, and 11th Grades – At or Above 90% Meet/Exceed in 2013-2014
- CRCT Scores – All Grades, All Subjects At or Above 90% Meet/Exceed in 2014

- Bremen High School 1 of 4 GA Schools Named to College Board Advanced Placement Honor Roll – Increased Offerings and Students Scoring 3 or Higher on AP Exam (477 Honored in Nation)
- Title One Reward District Winner – Small School Division – One of Four in the State in 2013-2014
- Jones Elementary School Named a 2013 Georgia School of Excellence – “Back to Back”
- Jones Elementary School Named a 2013 Title One Reward School for Highest Performance
- Bremen Academy/Bremen Middle School Media Center Named a Georgia Exemplary School Library Program in 2013
- Hosted the 1st Annual Bremen City Schools Family STEM Night.
- Jones Elementary School Named a 2014 Title One Reward School for Highest Performance
- Bremen High School “Best in State” for Number of Students Scoring a 3, 4, or 5 on Advanced Placement Exams at 82% for 2014

Other Accomplishments:

- Successful passage of Haralson ESPLOST to build Bremen Academy/Bremen Middle School – 2006
- Successful passage of Carroll ESPLOST to improve upon existing facilities – 2006
- School resource officer program - 2006
- BHS lunchroom renovation – 2007
- Electrical upgrades in system to accommodate new technology – 2007
- Built Bremen Academy/Bremen Middle School – 2008
- Improve system technology by placing interactive board technology in all classrooms - 2008
- Phase 2 addition to Jones Elementary – 2008
- Through the Bremen Educational Foundation, support the building of a new fine arts center – 2009
- Created parent email directory – 2010
- School system website redesign to include more information and keep updated – 2010 and 2012
- Revamp the Bremen Board of Education policy manual and make it easily accessible for all stakeholders – 2011
- Updated all job descriptions – 2011
- Created topic of the month – 2011
- Created alumni email directory – 2011
- Full time equivalency (FTE) training - 2011
- Successful passage of Haralson ESPLOST to continue to pay bond indebtedness for Bremen Academy/Bremen Middle School – 2011
- Successful passage of Carroll ESPLOST to build the Hamilton-McPherson Fine Arts Center – 2011
- Bremen Board of Education named GSBA “Board of Distinction” – Fall 2011
- Begin construction of Hamilton-McPherson Performing Arts Center – Summer 2011
- Update system technology infrastructure and number of desktops, tablets, mobile computers, etc – 2011
- Added middle school cross country and high school soccer – 2011
- No audit findings for fiscal year 2011

- Restored full 180 day student calendar – 2011 and 2012
- Hired a full-time director of school food/nutrition – Spring 2012
- Expanded Bremen Educational Foundation board to include teachers – Spring 2012
- Redesigned system and school websites – Summer of 2012
- Successful completion/implementation of three year technology plan – Summer 2012
- Completed construction of Hamilton-McPherson Fine Arts Center – Fall 2012
- State funds approved to partially renovate bottom hall of BHS in Summer of 2013
- Implemented a superintendent’s advisory committee – Fall of 2012
- Keep websites current and relevant – Ongoing
- Post/share school system events through social media and email – Ongoing
- No audit findings for fiscal year 2012
- Completed renovation of BHS bottom hall utilizing primarily state funds – Summer of 2013
- Full time equivalency (FTE) training – Fall of 2013
- Bremen City Schools Given Award of Distinction for Excellent Financial Reporting – FY13 Audit
- All Three School Cafeterias Scored a “100” on Health Inspection in 2014
- Began Bremen High School Stadium Renovation in Summer of 2014
- Full 190 Day Work Calendar Implemented with No Furlough Days for 2014-2015
- Completed Bremen High School Stadium Concession Renovation in Summer of 2014
- Completed JES renovation in 2/3 building and Pre-K primarily using state funds – Summer of 2014
- Began Additional Bremen High School Stadium Renovation (Home Side Bleachers/Entrance) – Fall of 2014
- Bremen City Schools 1 of 3 school systems in Georgia to receive 5’s (Highest Possible) at every school on the GA Climate Survey – Results for 2014 Released in Spring of 2015
- Completed Bremen High School Stadium Renovation – Spring of 2015

Exhibit B – Flexibility Component of Contract For the Bremen City School District

Under O.C.G.A. § 20-2-80 and SBOE Rule 160-5-1-.33, The Bremen City School District is seeking flexibility for all its schools from the following state statutes and associated rules in exchange for greater accountability (as outlined in the IE2 Partnership Contract) over the life of a five-year contract which allows for six years of flexibility between the Bremen City School District Board of Education and the Georgia State Board of Education, except as prohibited in O.C.G.A. § 20-2-82(e).

- Class-size and Reporting requirements (O.C.G.A. § 20-2-182)
- Direct Classroom Expenditures and Expenditure Controls (O.C.G.A. § 20-2-171, O.C.G.A. § 20-2-167)
- QBE Financing except to the extent it relates to funding (O.C.G.A. § 20-2-161)
- Program Enrollment and Appropriation except to the extent it relates to funding (O.C.G.A. § 20-2-160)
- Personnel Required (SBOE Rule 160-5-1-.22)
- ELL Program Requirements (O.C.G.A. § 20-2-156)
- Educational Programs (O.C.G.A. § 20-2-151, O.C.G.A. § 20-2-151.2, O.C.G.A. § 20-2-153, O.C.G.A. § 20-2-154, O.C.G.A. § 20-2-154.1, O.C.G.A. § 20-2-155, O.C.G.A. § 20-2-156)
- Organization of Schools; Middle School Programs; Schedule (O.C.G.A. § 20-2-290)
- Competencies and Core Curriculum, Online Learning (O.C.G.A. § 20-2-140.1, O.C.G.A. § 20-2-142)
- Promotion and Retention (O.C.G.A. § 20-2-283)
- Graduation Requirements for the purpose of substitution of equivalent or higher level requirements which will assist students in acquiring the knowledge and skills necessary to be successful as they continue their education at the postsecondary level/or enter the workforce (SBOE Rule 160-4-2-.48)
- School Day and Year for Students and Employees (O.C.G.A. § 20-2-151, O.C.G.A. § 20-2-160(a), O.C.G.A. § 20-2-168(c))
- Health and Physical Education Program except as prohibited by O.C.G.A. § 20-2-82(e) (SBOE Rule 160-4-2-.12)
- Salary Schedule requirements (O.C.G.A. § 20-2-212)
- Certification requirements (O.C.G.A. § 20-2-108, O.C.G.A. § 20-2-200, O.C.G.A. § 20-2-201, O.C.G.A. § 20-2-204)
- Categorical Allotment requirements, Article 6 of Chapter 2 of Title 20 (O.C.G.A. § 20-2-167, O.C.G.A. § 20-2-183 to 20-2-186)
- School Attendance, Compulsory Attendance as it relates to the attendance protocol (O.C.G.A. § 20-2-690.2)

Exhibit C – Accountability Component of Contract For the Bremen City School District

The State Board shall hold the Bremen City School District accountable for the performance of the academic goal listed below.

Goal 1: Each Bremen City School District school will demonstrate proficiency and/or improvement on the CCRPI.

Measure 1: School performance goals will be set so that for each year during the five-year contract, an individual school shall increase its CCRPI score (without Challenge Points) by 3% of the gap between the baseline year CCRPI score (without Challenge Points) and 100. Baseline year is 2015-2016.

OR

Measure 2: For each year during the five-year contract, an individual school with an initial CCRPI score (without Challenge Points), performing in the top quartile of the state within each grade cluster shall remain at or above the top quartile threshold established in the baseline year. Baseline year is 2015-2016.

OR

Measure 3: If a school fails to meet its CCRPI target score, the school will be deemed as meeting its yearly performance target if the school is determined to be “beating the odds” through an analysis that compares the school’s CCRPI to its expected performance as determined by the “beating the odds” model developed in partnership between GOSA and the GaDOE.

Exhibit D – Consequences Component of Contract For the Bremen City School District

Sanctions and interventions for nonperforming schools:

The schedule of sanctions and interventions shall be designed to ensure that the local school system sufficiently addresses the achievement deficiencies at all non-performing schools under the local school system's management and control. Such sanctions and interventions shall be at the recommendation of GOSA and shall include the following:

In accordance with O.C.G.A. § 20-2-84.1, Bremen City School District will employ the following interventions or sanctions at all non-performing schools under the Bremen City School District's local management and control. The sanctions and interventions shall include the following:

- (a) If based upon the review of the 2016-2017 and/or 2017-2018 performance data, a school has not made sufficient progress toward meeting the articulated academic goals, a school improvement plan will be incorporated into the annual school strategic planning process and implemented by August 2018 (based upon review of 2016-2017 data) or August 2019 (based upon review of 2017-2018 data). The school improvement plan will address the specific achievement deficiencies along with a targeted plan to address the deficiencies. The school improvement plan and the targeted plan will be approved and monitored by the district throughout the academic year.
- (b) If based upon the review of 2018-2019 and/or 2019-2020 performance data, a school has not achieved three years of growth in the articulated academic goals, the Bremen City School District will apply direct school management support and intensive teacher development support as outlined in the jointly developed school improvement plan between the school leadership and district leadership staff. Implementation of the school improvement plan will occur no later than August 2020 (based upon review of 2018-2019 data) and/or August 2021 (based upon review of 2019-2020 data) and will be monitored by the school system.
- (c) If based upon the GOSA evaluation of the 2020-2021 performance data, a school has not achieved three years of growth in the articulated academic goals, the Bremen City School District will apply, in the 2022-2023 school year, the consequences recommended by GOSA and approved by the State Board of Education.

School Data Component - Elementary

Name of School:	Jones Elementary School
Street Address:	206 Lakeview Drive
City, State Zip Code:	Bremen, Georgia 30110
GA DOE School Facility Code:	2050
Designated School Contact Person:	Bill Garrett
Name	Bill Garrett
Title	Principal
Telephone Number	770-537-4352
Fax Number	770-537-1280
Email Address	bill.garrett@bremencs.com
Grades Served By School:	K - 3

School Demographic Trend Data by Subgroup - Elementary

«School»	School Year				
	2009-10	2010-11	2011-12	2012-13	2013-14
Student Enrollment	743	734	737	729	745
American Indian	0	1	2	3	0
Asian /Pacific Islander	10	11	11	11	12
Pacific Islander (reported beginning 2012-2013)				0	1
Black	53	55	45	43	45
Hispanic	16	10	3	8	5
Multi-Ethnic	18	14	15	15	17
White	646	643	661	649	665
ESOL: Percent Enrolled	0.5%	0.3%	0.3%	0.3%	0.4%
SPED: Percent Enrolled	14%	16%	16%	13%	10%
F/R Lunch: Percent Eligible	31%	32%	31%	34%	31%
Average Student Attendance	95%	95%	96%	95%	95%



College and Career Ready Performance Index (CCRPI)

Richard Woods *Georgia's School Superintendent*



«School»	CCRPI Score	Sum of Achievement, Progress, Achievement Gap, and Challenge Points				
		Achievem ent Points	Progress Points	Achievem ent Gap Points	Challenge Points	
					ED/EL/SWD Performan ce Points	Exceeding the Bar Points
CCRPI 2012	90.2	55	NA	10	3	.5
					3.5	
CCRPI 2013	95.3	57.1	NA	12	3.2	0
					3.2	
CCRPI 2014	91.5	54.9	NA	11	3.1	0.5
					3.6	

School Data Component - Elementary

Name of School:	Bremen Academy
Street Address:	2440 Crosstown Parkway
City, State Zip Code:	Bremen, GA 30110
GA DOE School Facility Code:	0110
Designated School Contact Person:	
Name	Brian Evans
Title	Principal
Telephone Number	770-537-9340
Fax Number	770-537-1866
Email Address	brian.evans@bremencs.com
Grades Served By School:	4 - 5

School Demographic Trend Data by Subgroup - Elementary

Bremen Academy	School Year				
	2009-10	2010-11	2011-12	2012-13	2013-14
Student Enrollment	306	323	343	312	313
American Indian	0	1	0	0	0
Asian /Pacific Islander	3	5	7	5	6
Pacific Islander (reported beginning 2012-2013)	0	0	0	0	0
Black	18	29	22	11	13
Hispanic	2	2	5	3	1
Multi-Ethnic	7	11	6	5	5
White	276	275	303	289	288
ESOL: Percent Enrolled	0.6	0.3	0.2	0	0
SPED: Percent Enrolled	13	11	10	8	9.6
F/R Lunch: Percent Eligible	36	39	39	33	26
Average Student Attendance	94.46	96.24	96.43	95.96	96.52



College and Career Ready Performance Index (CCRPI)

Richard Woods *Georgia's School Superintendent*



Bremen Academy	CCRPI Score	Sum of Achievement, Progress, Achievement Gap, and Challenge Points				
		Achievement Points	Progress Points	Achievement Gap Points	Challenge Points	
					ED/EL/SWD Performance Points	Exceeding the Bar Points
CCRPI 2012	93.1	56.7	18.7	14	3.7	0
					3.7	
CCRPI 2013	94.5	57.6	18.7	14	3.2	1
					4.2	
CCRPI 2014	94	58.2	16.8	14	3	2
					5	

School Data Component - Middle

Name of School:	Bremen Middle School
Street Address:	2440 Crosstown Parkway
City, State Zip Code:	Bremen. GA 30110
GA DOE School Facility Code:	0209
Designated School Contact Person:	
Name	Silas Brown
Title	Principal
Telephone Number	770-537-4874
Fax Number	770.679.2508
Email Address	Silas.brown@bremencs.com
Grades Served By School:	6-8

School Demographic Trend Data by Subgroup - Middle

«School»	School Year				
	2009-10	2010-11	2011-12	2012-13	2013-14
Student Enrollment	462	458	455	478	487
American Indian	0	0	0	1	0
Asian /Pacific Islander	1	4	4	8	9
Pacific Islander (reported beginning 2012-2013)	0	0	0	0	0
Black	29	21	23	28	30
Hispanic	3	3	2	5	6
Multi-Ethnic	7	4	10	6	8
White	422	426	416	430	434
ESOL: Percent Enrolled	.4	.2	0	0	0
SPED: Percent Enrolled	11	10	11	12	9
F/R Lunch: Percent Eligible	28	30	34	33	31
Average Student Attendance	95.66	95.44	95.96	95.30	95.48



College and Career Ready Performance Index (CCRPI)

Richard Woods *Georgia's School Superintendent*



«School»	CCRPI Score	Sum of Achievement, Progress, Achievement Gap, and Challenge Points				
		Achievem ent Points	Progress Points	Achievem ent Gap Points	Challenge Points	
					ED/EL/SWD Performan ce Points	Exceeding the Bar Points
CCRPI 2012	84.9	55.5	16.1	10	3.3	0
					3.3	
CCRPI 2013	86.5	56.2	16	10	3.3	1
					4.3	
CCRPI 2014	84.5	57.6	14.3	10	2.6	0
					2.6	

School Data Component - High

Name of School: **Bremen High School**

Street Address: **504 Georgia Avenue**

City, State Zip Code: **Bremen, GA 30110**

GA DOE School Facility Code: **0201**

Designated School Contact Person:

Name **Tim Huff**

Title **Principal**

Telephone Number **770-537-2592**

Fax Number **770-537-0714**

Email Address **Tim.huff@bremencs.com**

Grades Served By School: **9-12**

School Demographic Trend Data by Subgroup - High

«School»	School Year				
	2009-10	2010-11	2011-12	2012-13	2013-14
Student Enrollment	537	554	570	583	606
American Indian	2	1	1	0	0
Asian /Pacific Islander	2	0	3	4	7
Pacific Islander (reported beginning 2012-2013)				0	0
Black	40	40	38	38	27
Hispanic	5	5	6	2	5
Multi-Ethnic	25	20	13	7	4
White	463	487	509	532	563
ESOL: Percent Enrolled	0	0	.175	.172	.165
SPED: Percent Enrolled	10.6	9.4	10.2	9.4	8.3
F/R Lunch: Percent Eligible	19.4	18.2	17.7	19.0	18.2
Average Student Attendance	543	548	567	580	599



College and Career Ready Performance Index (CCRPI)

Richard Woods *Georgia's School Superintendent*



«School»	CCRPI Score	Sum of Achievement, Progress, Achievement Gap, and Challenge Points				
		Achievem ent Points	Progress Points	Achievem ent Gap Points	Challenge Points	
					ED/EL/SWD Performan ce Points	Exceeding the Bar Points
CCRPI 2012	87.1	52.1	18.8	12.5	2.7	1
CCRPI 2013	87.2	52.7	20	11.3	2.7	0.5
CCRPI 2014	86.5	52.2	17.3	13.8	2.7	0.5