

Gordon Parks Elementary School



General Information

Contact Information

Nonprofit	Gordon Parks Elementary School
Address	3715 Wyoming Kansas City, MO 64111
Phone	(816) 753-6700
Fax	816 753-3436
Website	www.gordonparks.org
Facebook	facebook.com/www.facebook.com/GordonParksElementarySchool
Twitter	twitter.com/gordonparkskc
Email	sdee@gpes.org

At A Glance

How to donate, support, and volunteer

You can support students at Gordon Parks Elementary in several ways. Financial support is accepted online at www.gordonparks.org, or by sending a check to our mailing address. In-kind donations are welcome all year. Student classroom supplies including crayons, washable markers, glue sticks and other supplies are always valued. Gordon Parks also maintains a "uniform closet" that includes girls/boys khaki shorts, pants and skorts in sizes 5-14. Community members and teams support our school by devoting their time to students. Our volunteers work with students on a weekly basis assisting in classrooms and tutoring students. Alternatively, mentors make a commitment to become a

nurturing presence in the life of a student and focusing on character development and building a curiosity for learning. If you are interested in mentor and/or volunteer opportunities, please contact Sarah Dee, Director of Community Engagement, at 816-753-6700 or sdee@gpes.org.

Mission & Areas Served

Statements

Mission Statement

Gordon Parks provides urban-core children, including those who are at-risk, an individualized education that is balanced to develop character, intellect, creativity and physical well-being.

Background Statement

Founded in 1999 by Dorothy Curry and Sue Jarvis, Gordon Parks Elementary School (GPES) was named in honor of Gordon Parks, the groundbreaking African-American photographer, who proudly endorsed the school's mission of educating urban core children to reach their full potential. Sponsored by the University of Central Missouri, GPES opened in 2000 with fifty-three children in kindergarten and first grade. Adding a grade each year, by 2005, the school welcomed kindergarten through fifth grade students.

For eighteen years, GPES has provided a nurturing educational environment that addresses the holistic needs of children in the urban core.

Since 2013, our test scores have improved more than 300% as our students receive the resources they need to learn in the classrooms. We have implemented a Responsive Classroom approach school-wide, we collaborate with 2 full-time teachers in each classroom making our student to teacher ratio 10:1 and we provide a full-time CARE Team to meet the needs our the whole child.

Impact Statement

In 2015-2016, the students and staff of Gordon Parks worked together to reach the following goals:

- **ACADEMIC PERFORMANCE:** 55% of our 4th graders who have been with us for 3 years are on grade level for English/Language Arts.
- **ACADEMIC PERFORMANCE:** 73% of our 4th graders who have been with us for 3 years are on grade level for Math.
- **STRONG ATTENDANCE:** For the second year in a row, the average daily attendance rate remained solid at 94.8%.
- **INCREASED COMMUNITY SUPPORT:** In 2015-2016, almost sixty volunteers and mentors committed over 700 hours to our school and students through special projects and weekly visits with students. During the summer of 2016, hundreds of volunteers committed to over 1,000 hours of work to improve the school facilities and get ready for the school year.

In 2016-2017, Gordon Parks Elementary goals include:

- **IMPROVE STUDENT PERFORMANCE:** GPES will continue to monitor student attendance, maintain a benchmarking system for reading and math, and schedule school to increase core instructional time.
- **CONTINUALLY IMPROVE CLASSROOM INSTRUCTION:** continue to translate skill statements into daily lessons, continue to develop pre-post assessments and utilize the data to inform instructional decisions.
- **ENHANCE PARENT INVOLVEMENT IN GORDON PARKS PROGRAMS:** expand programming for family academic nights, consult on attendance issues, and facilitate involvement in academic and behavior issues.

Needs Statement

Students at GPES thrive thanks to the commitment of the Kansas City community. However, our growing student body has a variety of needs including:

- Operational support in order to continue to support our student's academic progress with two full-time certified teachers in each classroom.
- Professional development support in order to continue to improve up on our Responsive Classroom approach school-wide.
- Funding to help support our CARE Team who continues to provide a trauma-informed care approach to help our students socially and emotionally and get them ready to learn.
- Join our community and become a GPES mentor or volunteer.

CEO/Executive Director/Board Chair Statement

We are committed to providing the high level of qualified staff and special services required to fulfill our mission. Funding two teachers in every classroom, a full-time CARE Team and being able to provide professional development for our staff to continue to thrive with our Responsive Classroom approach is a priority. Our need to expand and retain private community support from individuals, foundations and corporations is great. Nevertheless, the impact of individualized instruction is reflected by the substantial increase in our 2014-2015 MAP test results. We were excited to report that 50% of our 3rd grade students score proficient/advanced in both English/Language Arts and Math. We are working with great determination to make sure our students continually achieve, and we know that many will be watching our outcomes.

The best way out of generational poverty is education. Our mission is clear: "Acting on our conviction that every child has promise, Gordon Parks provides urban-core children, including those who are at-risk, an individualized education that is balanced to develop character, intellect, creativity and physical well-being." We have put together a team of faculty and administrators that are committed to creating a school environment with high expectations for our students in the areas of achievement, attendance, and behavior. We have the opportunity to put individualized education to work for our students. At GPES, all students will build strong academic foundations that will lead to a lifetime of success.

Service Categories

Elementary & Secondary Schools

Charter Schools

Areas of Service

Areas Served

Areas

MO - Jackson County Urban Core

Programs

Programs

Gordon Parks Elementary School, Grades K-4

Description	Gordon Parks Elementary School, Grades K-4
Category	Education, General/Other Education, General/Other
Population Served	Children Only (5 - 14 years), ,
Short-Term Success	<p>The short-term success of Gordon Parks Elementary School is based upon attendance, student achievement and behavior, and teacher-focused, job-embedded professional development.</p> <ul style="list-style-type: none">• Attendance success measures student daily attendance against the 90/90 benchmark.• Student Achievement measures growth in STAR data in the areas of literacy, reading, and math.• The success of job embedded professional development is measured by ongoing informal and formal teacher evaluations and student achievement data.
Long- Term Success	<p>Our long-term success is also based upon student achievement and the ability of GPES graduates to remain Advanced/Proficient on MAP tests in middle and high school, and ultimately to create high school and college graduates.</p>
Program Success Monitored By	<p>Our full time Curriculum Coordinator and Teaching Methods Coach provide job embedded professional development for all instructional staff on data teams, best practices, and curriculum writing and implementation. The model they use is consistent across grade levels and subjects. It contains the following key elements:</p> <p>Continuous Improvement Process: Pre-test > Learning Strategies > Measured Progress through Summative Assessments > Data Team Diagnostics > Refined Learning Strategies.</p> <p>In addition, the Leadership Team and Instructional Staff use a variety of assessments to monitor and benchmark the progress and growth of all students. We continue to utilize the STAR assessment as six-week benchmark for early literacy, reading, and math. Staff members use the results of the norm-referenced test to categorize student performance as: above, at, or below grade level benchmark based on the STAR Grade Equivalency. Both STAR assessments generate reports that categorize students as: Tier 1 (at or above grade level), Tier 2 (monitor closely), or Tier 3 (intervention needed). Teachers create a diagnostic instructional plan for all students below grade level. Teachers also use NWEA. NWEA Measure of Academic Progress tests present students with engaging, age-appropriate content. As a student responds to questions, the test responds to the student, adjusting up or down in difficulty.</p>

Examples of Program Success

In 2015-2016, the students and staff of Gordon Parks worked together to reach the following goals:

- Stable Attendance: For the second year in a row, our average daily attendance remained solid at 94.8%.
- Improved Student Achievement: The importance of individualized instruction is reflected in our MAP test results:
- 55% of our 3rd grade students were proficient/advanced in English/Language Arts and 73% were proficient/advanced in Math.

Leadership & Staff

Executive Director/CEO

Executive Director	Mr. Joe Palmer
Term Start	July 2013
Email	jpalmer@gpes.org

Experience

Joe Palmer is the Chief Education Officer at Gordon Parks Elementary School. Mr. Palmer is excited about the opportunity to continue to serve children and help them become productive members of society. His recent administrative experience includes 4 years as a principal at Leawood Elementary in Blue Valley, 5 years as a principal in Liberty, and 12 years as a principal in Shawnee Mission. Mr. Palmer received his education specialist degree from Wichita State University, his Master of Science degree from Northeast Missouri State University, and his Bachelor of Science degree from William Jewell College.

Providing a positive and safe school environment as well as challenging students academically are his first priorities at GPES. In speaking about his role with GPES, he says, "I have worked in some wonderful schools and school districts during my career. I look forward to working with the teachers and school community to make a positive impact on the lives of our students."

Former CEOs

<u>Name</u>	<u>Term</u>
Dr. Lynne Beachner	Aug 2004 - June 2009
Steve Fleming	0 - 0

Senior Staff

Mr. Tom Lally

Title Chief Development Officer

Ms. Kirsten Braman

Title Federal Grant Administrator

Ms. Jennifer Hagemaster

Title Curriculum Coordinator

Ms. Ali Buntun

Title Instructional Coach

Staff

Paid Full-Time Staff	35
Paid Part- Time Staff	2
Volunteers	43
Retention Rate	95%

Paid Contractors 2

Formal Evaluations

CEO Formal Evaluation	Yes
CEO/Executive Formal Evaluation Frequency	Annually
Senior Management Formal Evaluation	Yes
Senior Management Formal Evaluation Frequency	Annually
NonManagement Formal Evaluation	Yes
Non Management Formal Evaluation Frequency	Annually

Plans & Policies

Organization Has a Fundraising Plan	Yes
Organization Has a Strategic Plan	Yes
Management Succession Plan	Under Development
Organization Policy and Procedures	Yes
Nondiscrimination Policy	Yes
Whistleblower Policy	Yes
Document Destruction Policy	Yes

Collaborations

Big Smiles, Cerner Healthy Kids, Youth Ambassadors, Kansas City Young Matrons, The Pembroke Hill School, Belinder Elementary School, St. Aiden's Church, First Tees, Girls on the Run, St. Andrew's Church, Rockhurst High School, St. Teresa's Academy, Lockton, U.S. Engineering, Mariner Retirement Advisors, CBRE

External Assessment and Accreditations

Assessment/Accreditation	Year
Central Missouri State University (CMSU) Annual Charter School Review	2013

Government Licenses

Is your organization licensed by the government? Yes

Board & Governance

Board Chair

Board Chair	Dr. Bernard Franklin
Company Affiliation	Assistant Vice President, Kansas State University
Term	July 2016 to July 2018

Board Members

Name	Affiliation
Mr. Douglas Curry	Corporate Consultant
Mr. Paul Dorathy	Baldwin City USD 348
Dr. Bernard Franklin	Kansas State University
Ms. Keli O'Neill Wenzel	O'Neill Marketing and Event Management
Mr. Brett Posten	Dimensional Innovations
Mr. Adam Sachs	Husch Blackwell
Mrs. Chastity Stemmons	
Dr. John Vandewalle	Lumen Touch
Dr. Kent Yocum	

Board Demographics - Ethnicity

African American/Black	1
Asian American/Pacific Islander	0
Caucasian	7
Hispanic/Latino	0
Native American/American Indian	0
Other	0

Board Demographics - Gender

Male	7
Female	1
Unspecified	0

Governance

Board Term Lengths	6
Board Term Limits	6
Board Meeting Attendance %	0%
Written Board Selection Criteria?	Yes
Written Conflict of Interest Policy?	Yes
Percentage Making Monetary Contributions	0%

Percentage Making In-Kind Contributions	0%
Number of Full Board Meetings Annually	11

Standing Committees

Advisory Board / Advisory Council
 Building
 Executive
 Finance
 Human Resources / Personnel
 Nominating
 Strategic Planning / Strategic Direction
 Development / Fund Development / Fund Raising / Grant Writing / Major Gifts

Advisory Board Members

Name	Affiliation
Mr. David Heineman	Shank & Hamilton, P.C.
Mr. Chip Power	Power Group Benefits
Mr. Chester Thompson Jr.	Retired Engineer/Past President
Ms. Levora B. Whitmore	Past President
Mr. Frank Young	Insurance Consultant

Financials

Fiscal Year

Fiscal Year Start	July 01, 2016
Fiscal Year End	June 30, 2017
Projected Revenue	\$3,411,302.00
Projected Expenses	\$3,372,597.00
Endowment Value	\$0.00
Percentage	0%

Detailed Financials

Revenue and Expenses

Fiscal Year	2015	2014	2013
Total Revenue	\$3,248,650	\$2,577,312	\$3,780,267
Total Expenses	\$3,121,080	\$2,356,990	\$4,072,849

Revenue Sources

Fiscal Year	2015	2014	2013
Foundation and Corporation Contributions	\$1,224,552	\$1,044,065	\$324,699
Government Contributions	\$0	\$0	\$0
Federal	--	\$0	--
State	--	\$0	--
Local	--	\$0	--
Unspecified	\$0	\$0	\$0
Individual Contributions	--	\$0	--
Indirect Public Support	\$0	\$0	\$0
Earned Revenue	\$2,024,072	\$1,533,222	\$3,367,867
Investment Income, Net of Losses	\$26	\$25	\$325
Membership Dues	\$0	\$0	\$0
Special Events	\$0	\$0	\$87,376
Revenue In-Kind	\$0	\$0	\$0
Other	\$0	\$0	\$0

Expense Allocation

Fiscal Year	2015	2014	2013
Program Expense	\$2,493,004	\$1,765,421	\$3,342,235
Administration Expense	\$628,076	\$591,569	\$636,162
Fundraising Expense	\$0	\$0	\$94,452
Payments to Affiliates	--	\$0	--
Total Revenue/Total Expenses	1.04	1.09	0.93
Program Expense/Total Expenses	80%	75%	82%
Fundraising Expense/Contributed Revenue	0%	0%	23%

Assets and Liabilities

Fiscal Year	2015	2014	2013
Total Assets	\$1,585,367	\$1,457,797	\$1,308,899
Current Assets	\$579,893	\$513,639	\$401,731
Long-Term Liabilities	\$0	\$200,000	\$271,424
Current Liabilities	\$200,000	\$0	\$0
Total Net Assets	\$1,385,367	\$1,257,797	\$1,037,475

Short Term Solvency

Fiscal Year	2015	2014	2013
Current Ratio: Current Assets/Current Liabilities	2.90	--	--

Long Term Solvency

Fiscal Year	2015	2014	2013
Long-Term Liabilities/Total Assets	0%	14%	21%

Top Funding Sources

Fiscal Year	2015	2014	2013
Top Funding Source & Dollar Amount	--	--	--
Second Highest Funding Source & Dollar Amount	--	--	--
Third Highest Funding Source & Dollar Amount	--	--	--

Capital Campaign

Currently in a Capital Campaign?	No
Goal	\$0.00
Capital Campaign Anticipated in Next 5 Years?	No

Foundation Comments

- FYE 6/30/2015, 2014, 2013: Financial data reported using IRS Form 990.
- Foundation/corporate revenue line item may include contributions from individuals.