

CHARTER SCHOOL CONTRACT

This Charter School Contract (hereinafter referred to as Agreement or Charter School Contract) entered into this 10th day of January, 2018 (and for the Term specified in Section 3.1) by and between the UNIVERSITY of CENTRAL MISSOURI, (hereinafter referred to as UCM or Sponsor), and GORDON PARKS ELEMENTARY (hereinafter referred to as Gordon Parks). Both UCM and Gordon Parks are also referred to herein individually as "Party" or collectively as "Parties."

WHEREAS, the Missouri General Assembly has enacted statutes authorizing the establishment of independent, publicly supported schools known as Charter Schools;

WHEREAS, those statutes, Sections 160.400-160.420, RSMo., as amended, specify the method for establishing such charter schools and the requirements which must be met by such charter schools;

WHEREAS, UCM is authorized by those statutes to serve as a sponsor of such charter schools, in accordance with the provisions of such statutes, as it may, in its discretion, determine to be appropriate;

WHEREAS, the Parties intend that this Charter serve as a contract that governs the operation of Gordon Parks;

WHEREAS, UCM has adopted Charter Schools Policies and Procedures, Board of Governors Policy Manual, 3.1.070 (approved 04/30/15);

WHEREAS, Gordon Parks and UCM have mutually agreed to UCM's sponsorship for a five-year term;

NOW, THEREFORE, in consideration of the above premises and the individual and mutual covenants contained herein, the Parties hereto agree as follows:

ARTICLE I—STATUS OF THE PARTIES

Section 1.1. Gordon Parks, is a Missouri nonprofit corporation incorporated pursuant to the provisions of Chapter 355, RSMo.¹; is currently in good standing with the State of Missouri; and shall, throughout the term of this Charter School Contract, remain in good standing.

Section 1.2. Gordon Parks is not a part of UCM and is a separate legal entity, none of whose directors, officers or employees shall be deemed to be an agent of UCM; Gordon Parks has selected the method for election of officers specified in Section 355.326, RSMo. based on the class of corporation selected;² currently has a Governing Board, none of which is an employee of UCM; and agrees that, throughout the term of this Charter School Contract, none of the

¹ Section 160.400.7 The charter school shall be a Missouri nonprofit corporation under RSMo. 355.

² Section 160.400.8

members of Gordon Parks' Governing Board shall be employees of UCM.¹ Meetings of Gordon Parks' Governing Board members shall be subject to the provisions of Sections 610.010-610.030, RSMo., commonly known as the Missouri Sunshine Law.²

Section 1.3. UCM is a public institution of higher education established through the laws of the State of Missouri Chapter 174 RSMo. In agreeing to sponsor Gordon Parks, a public charter school, and in agreeing to the terms and conditions stated herein, UCM is voluntarily exercising authority and powers expressly provided to it by the Missouri General Assembly in Sections 160.400-160.420, RSMo., as amended. Nothing contained in this Charter School Contract shall be deemed to be a waiver of UCM's autonomy, powers or immunities.

Section 1.4. Gordon Parks acknowledges that UCM's obligations and responsibilities as the Sponsor of Gordon Parks are limited to those obligations and responsibilities set forth herein, by statute or by operation of law; or as otherwise separately agreed to in writing by authorized individuals, that Gordon Parks' Governing Board members, officers or employees do not have authority to act as an agent for UCM or to enter into any contracts with third parties that purport to impose any obligations or responsibilities on UCM or which otherwise bind UCM in any manner whatsoever; that by agreeing to be the Sponsor of Gordon Parks, UCM does not assume any obligation with respect to any director, employee, agent, parent, guardian, student, or independent contractor of Gordon Parks; and further acknowledges that this Charter School Contract is not intended to be for the benefit of any third party including, but not limited to, any director, employee, agent, parent, guardian, student, or independent contractor of Gordon Parks.

Section 1.5. The Parties hereto agree that nothing contained herein is intended nor shall it be deemed to constitute a waiver of any privileges or immunities to which UCM is otherwise entitled under the law and, in addition thereto, the Parties acknowledge that Section 160.400.9, RSMo. provides that as Sponsor of Gordon Parks, UCM and its agents and employees are not liable for any acts or omissions of Gordon Parks, including acts or omissions relating to the charter submitted by Gordon Parks, the operation of Gordon Parks and the performance of Gordon Parks.

Section 1.6. Members of the Gordon Parks Governing Board are considered decision making public servants, as defined by Section 160.400.12, RSMo.³ Gordon Parks' Governing Board members shall be subject to the same liability for acts while in office as if they were regularly and duly elected members of school boards in any other public school district in this state.⁴ Gordon Parks agrees that on or before the first day of each fiscal year of this contract, Gordon Parks shall provide UCM a current list of Governing Board members and officers including their business addresses. Gordon Parks shall provide UCM immediate notice of any change in the composition of Gordon Parks Governing Board members or officers including the

¹ Section 160.400.13

² Section 160.400.8

³ Definition of decision making public servant is in RSMo. 105.450; financial disclosure requirements are in RSMo. 105.483, 105.485, 105.487 and 105.489.

⁴ Section 160.405.12

name and business address of any new directors and officers. Gordon Parks agrees that criminal background checks and family care safety registry checks shall be conducted for each member of the Governing Board of Gordon Parks prior to membership on the board.⁵ The Department of Elementary and Secondary Education (DESE) procedures specified for conducting criminal background checks and family care safety registry checks (hereinafter referred to as Background Checks) shall be used for new Governing Board members. Gordon Parks further agrees that no member of the Governing Board or person employed or otherwise associated with Gordon Parks who has been convicted of or has pleaded nolo contendere to a crime related to misappropriation of funds or theft shall be engaged in direct processing of Gordon Parks funds unless approved in writing by UCM.

Section 1.7. The Parties acknowledge and agree that Gordon Parks has requested Local Education Agency status; and that this status has been approved by UCM and recognized by DESE.

Section 1.8. Parties acknowledge that Gordon Parks is exempt from all laws and rules relating to schools, governing boards, and school districts, except as provided in Sections 160.400-160.420, RSMo.⁶

Section 1.9. UCM shall have access to all aggregate student data collected by DESE and available through MOSIS, and all records and data established and maintained in accordance with this Contract or State and Federal rules, regulations and laws. UCM shall only use such information for fulfillment of its monitoring and compliance obligations pursuant to this Contract, statute or operation of law.

ARTICLE II—CHARTER REQUIREMENTS BASED ON STATUTES

Section 2.0. Parties acknowledge that changes may be made in statutes which alter or amend the responsibilities and obligations of either Gordon Parks or UCM. Whatever changes are made in the law will take effect as prescribed in Section 6.4. of this Agreement. In the event of changes in the law which are detrimental to either Party, either Party may terminate this Charter School Contract.

Section 2.1. Gordon Parks, shall give a copy of its application to the School Board in the school district in which Gordon Parks is located, as required by the provisions of Section 160.405.1, RSMo.

Section 2.2. Parties understand that the following current documents are attached and will be incorporated as a part of this Charter School Contract, these documents are required by Sections 160.400-160.420, RSMo. and amendments thereto, and/or by UCM, as the sponsoring entity:

A. Education Plan

⁵ Section 160.400.14

⁶ Section 160.405.4(3)

A.1 A mission and vision statement for Gordon Parks;⁷

A.2 A copy of the comprehensive program of instruction required in Section 2.6 below;⁸

A.3 An accountability plan noting how the school will evaluate academic performance of individual students, cohorts of students, and the school as a whole toward meeting the statewide requirements. The plan will include a description of how the school will determine proficiency and how the school will use assessment information to modify the educational program. A copy of Gordon Parks' professional development plan for the next three (3) years of operation;⁹

A.4 Gordon Parks' calendar of operation for the first year of operation under this contract which shall include at least the equivalent of a full school term as defined in Section 160.011, RSMo. as amended;¹⁰

A.5 A description of the grades or ages of students to be served by Gordon Parks, including maximum school enrollment, capacity by grade level, and pupil/teacher ratios. Appropriate attendance policies will be included in board policies;¹¹

A.6 A description of how Gordon Parks will address admission and enrollment, as specified in Section 2.12, including the process for student selection if enrollment exceeds capacity. If Gordon Parks is oriented to high-risk students and to the re-entry of dropouts, then this description also will address how the mission, curriculum, teaching methods, and services support this designation, as prescribed in Section 160.405.2(5), RSMo.;¹²

A.7 A copy of the academic accountability plan designed to measure the effectiveness of Gordon Parks, as required in Section 2.7 of this Agreement and specified in Section 160.405, RSMo.;¹³

A.8 A description of the strategies the school will employ to develop and sustain a safe and orderly climate that supports fulfillment of the educational goals of the school;¹⁴

A.9.1 As applicable, a completed application for Approval of Career Education Programs and submission of an academic plan that adheres to the rules and regulations of the Carl D. Perkins Career and Technical Education Act of 2006;¹⁵

⁷ Section 160.405.1(1)

⁸ Section 160.405.4(5)

⁹ Section 106.405.1(4)

¹⁰ Section 160.405.1(6)

¹¹ Section 160.410.1

¹² Id.

¹³ Section 160.405.4(6)(a)

¹⁴ Section 106.405.1

¹⁵ 20 U.S.C. 2301, Public Law 109-270-Aug. 12, 2006

A.9.2 As applicable, an explanation of the amount of online time required for students in the virtual school, a description of the types of hardware, technical support, frequency of communication, and methods used to insure authenticity of student work and adequate proctoring of examinations;¹⁶

A.9.3 As applicable, a description of the comprehensive academic and behavioral measures that the school proposes to use to meet the needs of high-risk and alternative students with an explanation of how the measures align with the school's mission and the proposed educational program;¹⁷

A.9.4 As applicable, a description of the procedures to identify and serve gifted/talented students and a written curriculum for the gifted education program;¹⁸

A.9.5 As applicable, a description of the plans for developing an affiliation with a four-year college or university affiliation including teacher training and staff development, curriculum and assessment development, use of facilities, or other purposes beyond those with UCM in conducting its sponsorship duties;¹⁹

B. Organizational Plan

B.1 A description of Gordon Parks' organizational structure, method of selecting officers pursuant to Section 355.326, RSMo., the bylaws of the governing body of Gordon Parks,²⁰ which shall be responsible for the policy, financial management, and operational decisions of Gordon Parks; pursuant to Section 160.400.12, RSMo., eligibility of members to serve on the governing body, and commitment to adhere to Chapter 105, RSMo. and Missouri Constitution Article VII, Sec. 6;

B.2 A list of members of the current or proposed governing Board including resumes or vitas; and confirmation that 1) Board members are aware of their duties and responsibilities as public servants; and 2) the appropriate background checks have been conducted and reviewed for all Board members;²¹

B.3 A copy of Gordon Parks' policies, including securing personnel services, its personnel policies and personnel qualifications;²²

¹⁶ Section 162.1250

¹⁷ Section 160.405.4(6)

¹⁸ Sections 162.675 and 162.720

¹⁹ Section 160.400.10

²⁰ Section 160.405.1(2)

²¹ Sections 160.400.14, 160.405.4(6) and 105.450

²² Section 160.405.1(4)

B.4 A description of the staffing plan for the term of the charter including anticipated staffing needs and how the plan supports sound operation and successful implementation of the school's educational program;²³

B.5 A description of the plan for recruitment and enrollment of students including how the school will reach families that are traditionally less informed about educational options;²⁴

B.6 A description of parental, professional educator and community involvement in Gordon Parks governance and operations;²⁵

B.7.1 As applicable, a description of the planned relationship between the school and the Education Service Provider (ESP) and how the relationship will further the school's mission and program, including the ESP's roles and responsibilities in relation to the school's management and governing board;²⁶

B.7.2 As applicable, a description of the rationale to affiliate with a college, university, museum, educational institution, or other not-for-profit organization and the benefit the school expects to receive from the partnership;²⁷

C. Business Plan

C.1 A financial plan for the next three (3) years of operation of Gordon Parks including provisions for annual audits, to be updated annually throughout the term of this Charter School Contract as a part of the detailed budget for the ensuing academic year;²⁸

C.2 A description of the school's systems and procedures for managing the school's finances, identifying the staff positions that will be responsible for financial oversight and management, and protecting student and financial records;²⁹

C.3 A description of the school's facility needs and explanation of how the facility will meet the needs of students and provide assurance that the facility will be accessible to students with physical disabilities;³⁰

C.4 A description of the transportation plan, if the school intends to provide transportation, with an explanation of the budget revenue and expenditure assumptions related to state aid pursuant to Section 163.161, RSMo.;³¹

²³ Sections 160.420 and 168.071

²⁴ Section 160.410

²⁵ Section 160.405.1(2)

²⁶ Id.

²⁷ Section 160.400.10

²⁸ Section 160.405.1(3)

²⁹ Sections 160.405.1 and 160.405.4(4)

³⁰ Section 160.405

³¹ Section 160.415.9

C.5 Evidence of requisite insurance and evidence of requisite surety bond for school Chief Financial Officer;³² and

D. A Monitoring Plan submitted by the University of Central Missouri that outlines a plan to oversee the performance of the school, including academic performance, student services, school operations, governance, and the fiscal and administrative operations of the school.³³

Section 2.3. Gordon Parks shall be nonsectarian in its programs, its admission policies, its employment practices and all other aspects of its operations.³⁴

Section 2.4. Gordon Parks shall comply with all laws and regulations of the state relating to health, safety and minimum educational standards.³⁵

Section 2.5. Gordon Parks shall be financially accountable, use practices consistent with the Missouri financial accounting manual, take commercially prudent precautions in the deposit and investment of all funds, provide for an annual audit by a certified public accountant,³⁶ maintain a surety bond or equivalent on the chief financial officer of Gordon Parks in an amount determined by UCM to be adequate based on the cash flow of Gordon Parks³⁷ and provide liability insurance to indemnify Gordon Parks, its Governing Board, its staff and its teachers against tort claims; provide to UCM within sixty (60) days a corrective action, to be approved by UCM, that addresses material internal control deficiencies identified in any annual audit; and provide to UCM all financial documents relevant to each annual audit.

Section 2.6. Gordon Parks shall provide to UCM for approval a comprehensive program of instruction for the grade level(s) and age(s) specified in its application/renewal and, at the request of UCM, will submit notice to UCM of annual revisions throughout the term of this Charter School Contract.³⁸

Section 2.7. Gordon Parks shall attach a student academic accountability plan approved by UCM that will measure pupil progress on a specified timeframe toward the pupil academic standards adopted by the State Board of Education pursuant to the provisions of Section 160.514, RSMo. and Gordon Parks agrees to submit annual revisions and progress reports to UCM for approval.³⁹

Section 2.8. Gordon Parks shall collect data during the term of this Charter School Contract for the purpose of determining how Gordon Parks is performing; and, to the extent applicable, participate in the statewide system of assessments comprised of the essential skills

³² Sections 160.405

³³ Section 160.405.3

³⁴ Section 160.405.4(1)

³⁵ Section 160.405.4(2)

³⁶ Section 160.405.4(4)

³⁷ Section 160.405.14

³⁸ Section 160.405.4(5)

³⁹ Section 160.405.4(6)(a)

tests and the nationally standardized norm referenced achievement tests, as designated by UCM and the Missouri State Board of Education pursuant to the provisions of Section 160.518, RSMo.⁴⁰

Section 2.9. Gordon Parks shall make available for public inspection and provide upon request: Charter School Contract and Gordon Parks' most recent annual report card as prescribed in Section 160.522, RSMo. Gordon Parks shall certify to UCM that Background Checks as required by law have been completed and the same revealed no basis for non-employment and other association of the individual with Gordon Parks and further certify all obligations of Gordon Parks under Section 1.6. of this Agreement.⁴¹

Section 2.10. Gordon Parks shall report to UCM, to the Governing Board of the district in which the proposed Gordon Parks is to be located and to the Missouri State Board of Education as to Gordon Parks' teaching methods and any educational innovations and the results thereof, and provide data required for the study of charter schools pursuant to the provisions of Section 160.410.4, RSMo.⁴²

Section 2.11. Gordon Parks shall assure that the needs of special education children are met in compliance with applicable federal and state laws and regulations and in compliance with Section 160.415, RSMo.⁴³

Section 2.12. Gordon Parks shall enroll all pupils resident in the school district in which it operates and who apply for admission.⁴⁴ If capacity is insufficient to enroll all pupils who submit a timely application, Gordon Parks shall have an admissions process that assures all applicants of an equal chance of gaining admission except as follows:⁴⁵

- A. Gordon Parks may establish a geographical area around Gordon Parks whose residents will receive a preference for enrolling in Gordon Parks; provided, however, that such preferences do not result in the establishment of racially or socio-economically isolated charter schools and provided further that such preferences conform to policies and guidelines established by the Missouri State Board of Education;⁴⁶ and
- B. Gordon Parks may also give a preference for admission of children whose siblings attend Gordon Parks or whose parents are employed at Gordon Parks.⁴⁷

Section 2.13. Gordon Parks shall not limit admission based on race, ethnicity, national origin, disability, gender, income level, proficiency in the English language or athletic ability,

⁴⁰ Id.

⁴¹ Id.

⁴² Id.

⁴³ Section 160.405.4(7)

⁴⁴ Section 160.410.1(1)

⁴⁵ Section 160.410.2

⁴⁶ Section 160.410.2(1)

⁴⁷ Section 160.410.2(2)

but may limit admission to pupils within the grade level(s) and age(s) specified in its application.⁴⁸

Section 2.14. Gordon Parks shall comply with Section 160.405, RSMo., including requirements relating to school discipline.

Section 2.15. Clearance of Background Checks shall occur before the employment of any employee pursuant to the provisions of Section 160.420.2, RSMo. DESE procedures specified for conducting Background Checks shall be used for new Gordon Parks employees prior to hiring.

Section 2.16. Gordon Parks shall provide assurance of compliance by Governing Board Members with Sections 105.450, 105.483, 105.485, 105.489, RSMo.

Section 2.17. In addition to complying with the terms and conditions expressly provided in this Charter School Contract, Gordon Parks shall comply with laws, regulations and ordinances of the state, county, and city, if required by Charter School Law, and specifically Sections 160.400 through 160.420, RSMo.

ARTICLE III—TERM OF CHARTER SCHOOL CONTRACT

Section 3.1. The term of this Charter School Contract shall be from the 1st day of July , 2018 to the 30th day of June, 2023, unless terminated prior to that time in accordance with the provisions of Article V below.

ARTICLE IV—NOTIFICATION

Section 4.1. Gordon Parks shall notify UCM within ten (10) days of any circumstance requiring the closure of Gordon Parks, including but not limited to a natural disaster, such as an earthquake, storm, flood or other weather-related event, other extraordinary emergency, or destruction of or damage to the school facility.

Section 4.2. Complaints or concerns received by UCM about Gordon Parks or its operation, including but not limited to complaints filed with the Office for Civil Rights, Department of Fair Employment and Housing, Equal Employment Opportunity Commission, and Division of Family Services shall be forwarded within ten (10) days by UCM to Gordon Parks.

Section 4.3. Complaints or concerns received by Gordon Parks, including but not limited to complaints filed with the Office for Civil Rights, Department of Fair Employment and Housing, Equal Employment Opportunity Commission, and Division of Family Services shall be forwarded within ten (10) days by Gordon Parks to UCM.⁴⁹

⁴⁸ Section 160.410.3

⁴⁹ RSMo. 160.405 Sponsor may revoke charter if charter school commits a serious breach of one or more provisions of its charter or any of the enumerated grounds.

Section 4.4. Gordon Parks shall notify UCM within ten (10) days of any requested change in its corporate status with the Missouri Secretary of State's Office.

Section 4.5. Gordon Parks shall notify UCM within ten (10) days of a default on any obligation, which shall include debts for which payments are past due by sixty (60) days or more.

ARTICLE V—TERMINATION OF CHARTER SCHOOL CONTRACT

Section 5.1. UCM shall revoke Gordon Parks' charter during the charter term if there is (a) clear evidence of underperformance as demonstrated in the charter school's annual performance report in three of the last four school years or (b) a violation of the law or the public trust that imperils students or public funds.⁵⁰ UCM may terminate this Charter School Contract at any time if Gordon Parks commits a serious breach of one or more provisions of this Charter School Contract or on any of the following grounds:⁵¹

- A. Failure to meet academic performance standards as set forth in this Charter School Contract or as reasonably required of Gordon Parks in writing by UCM from time to time during the term of this Charter School Contract;⁵²
- B. Failure to meet generally accepted standards of fiscal management;⁵³
- C. Violation of applicable federal or state laws;⁵⁴
- D. A change in the provisions of statutes which alters or amends the responsibilities and obligations of either Gordon Parks or UCM and the Parties hereto are unable to agree upon amendments to this Charter School Contract necessary to conform its terms and conditions to said statutory amendments;
- E. Insufficient enrollment to successfully operate or if Gordon Parks has lost more than fifty percent (50%) of capacity, as described in Attachment B.5;
- F. Gordon Parks is insolvent, has been adjudged bankrupt without regard to bankruptcy laws to the contrary, or has operated for two or more school fiscal years with a fund balance deficit;
- G. Gordon Parks' Governing Board, directors, officers, employees or agents have provided false or misleading information or documentation to UCM in connection with the issuance of this Agreement, or Gordon Parks' reporting requirements under this Agreement or applicable law.
- H. Gordon Parks has failed to provide information necessary to confirm compliance with all provisions of this Charter School Contract and Sections

⁵⁰ RSMo. 160.4058(1)(b)

⁵¹ Section 160.405

⁵² Id.

⁵³ Id.

⁵⁴ Id.

160.400 to 160.420 and 167.349, RSMo., within forty-five (45) days following receipt of written notice requesting such information, or violation of law.⁵⁵

Section 5.2. In lieu of such termination referred to in Section 5.1 above, UCM may, at its discretion, place Gordon Parks on probationary status to allow an opportunity for Gordon Parks to implement a remedial plan approved by UCM to correct performance deficiencies described in writing by UCM, after which, if those performance deficiencies are not corrected to the satisfaction of UCM, UCM may elect to terminate this Charter School Contract.⁵⁶

Section 5.3. At least sixty (60) days prior to terminating this Charter School Contract in accordance with the provisions of Article V hereof, UCM shall notify Gordon Parks' Governing Board, in writing, of the proposed action and the reasons therefore. Gordon Parks' Governing Board may request a hearing prior to such termination by requesting such a hearing within fourteen (14) calendar days after receipt of such notice from UCM.⁵⁷

Section 5.4. If Gordon Parks' Governing Board makes a timely written request for such a hearing, the hearing shall be conducted in accordance with administrative hearing procedures established by UCM Board of Governors Policy 3.1.070. Final decisions of UCM to terminate this Charter School Contract prior to the end of the term thereof shall be subject to judicial review pursuant to the provisions of Chapter 536, RSMo. and Section 160.405.7(4), RSMo.

Section 5.5. Except as provided in Section 5.6. below, no termination of this Charter School Contract by UCM shall be effective until the conclusion of the school year in which such decision to terminate is made by UCM.⁵⁸

Section 5.6. If UCM determines that continued operation of Gordon Parks presents a clear and immediate threat to the health and safety of the children enrolled therein, the effective date of such termination shall be the date upon which UCM renders its final decision to terminate.⁵⁹

ARTICLE VI –AMENDMENTS

Section 6.1. Process for Amendment Initiated by Gordon Parks. Gordon Parks, by a majority vote of its Governing Board, may, at any time, propose specific changes in this Agreement or may propose a meeting to discuss potential revision of this Agreement. The proposal will be made to UCM through its Director of Office of Charter Schools. The proposal shall be reviewed by the Dean of the College of Education who shall make a recommendation to the UCM Board of Governors. The UCM Board of Governors shall consider the Dean's recommendation and vote upon a change proposed by Gordon Parks, provided, if the recommendation is negative, the vote shall be following an opportunity for a presentation to the

⁵⁵ Id.

⁵⁶ Section 160.405.8(2)

⁵⁷ Section 160.405.8(3)

⁵⁸ Section 160.405.8(5)

⁵⁹ Id.

Board of Governors by Gordon Parks, as well as one by the UCM Director of the UCM Office of Charter Schools.

Section 6.2. Process for Amendment Initiated by UCM. UCM Board of Governors, or its authorized designee may, at any time, propose specific changes in this Agreement or may propose a meeting to discuss potential revision of this Charter School Contract. UCM delegates to the UCM Dean of the College of Education the review and negotiation of changes or amendments to this Agreement. Gordon Parks Governing Board may delegate to an officer of Gordon Parks the review and negotiation of changes or amendments to this Agreement. The Agreement shall be amended as requested by UCM Dean of the College of Education upon approval of the UCM Board of Governors and upon a majority vote of the Gordon Parks Governing Board.

Section 6.3. Final Approval of Amendments. Amendments to this Agreement take effect only after they have been approved by the Governing Board of Gordon Parks and by UCM Board of Governors.

Section 6.4. Change in Existing Law. If, after the effective date of this Agreement, there is a change in applicable law that alters or amends the responsibilities and obligations of either Gordon Parks or UCM, this Agreement shall be altered or amended to reflect the change in existing law as of the effective date of such change. The responsibilities and obligations of Gordon Parks and UCM shall conform to and be carried out in accordance with the change in applicable law unless either party elects to terminate the Agreement under Section 2.0.

ARTICLE VII—FUNDING SOURCES, TUITION AND FEES

Section 7.1. As a charter school, Gordon Parks shall be eligible to receive state school aid and other funding to the extent provided in Section 160.415, RSMo. and shall comply with all provisions of law set forth therein and all provisions of law incorporated by reference therein.

Section 7.2. Gordon Parks may not charge tuition, nor may it impose fees that a school district is prohibited from imposing.⁶⁰

Section 7.3. The expenses associated with sponsorship of charter schools shall be defrayed by DESE retaining the lesser of (a) one and five-tenths percent of the amount of state and local funding allocated to Gordon Parks and (b) \$125,000 adjusted for inflation (by DESE) and remitting the retained funds to UCM, in accordance with Section 160.400, RSMo.⁶¹

ARTICLE VIII—AUTHORIZATION FOR EMPLOYMENT OF PERSONNEL

Section 8.1. As a charter school, Gordon Parks may employ non-certificated instructional personnel; provided, however, that no more than twenty percent (20%) of the full-time equivalent instructional staff positions at Gordon Parks are filled by non-certificated personnel and provided further that all non-certificated instructional personnel shall be

⁶⁰ Section 160.415

⁶¹ Section 160.400.11

supervised by certificated instructional personnel. All noncertified instructional personnel shall be supervised by certificated instructional personnel and an annual supervisory plan shall be maintained in the personnel file for each noncertificated personnel.⁶²

Section 8.2. Gordon Parks shall ensure that all instructional employees of Gordon Parks have experience, training and skills appropriate to the instructional duties of the employee, and shall ensure that a criminal background check and child abuse registry check are conducted for each employee of Gordon Parks prior to the hiring of the employee. DESE procedures specified for conducting Background Checks shall be used for new Gordon Parks employees prior to hiring of the employee. Gordon Parks may not employ instructional personnel whose certificate of license to teach has been revoked or is currently suspended by the State of Missouri Board of Education. Appropriate experience, training and skills of non-certificated instructional personnel shall be determined by considering the following:⁶³

- A. Teaching certificates issued by another state or states;⁶⁴
- B. Certification by the National Board for Professional Teaching Standards;⁶⁵
- C. College degrees in the appropriate field;⁶⁶
- D. Evidence of technical training and competence when such is appropriate;⁶⁷
and
- E. Level of supervision and coordination with certificated instructional staff.⁶⁸

Section 8.3. Gordon Parks shall notify UCM within ten (10) days of the arrest and/or conviction of any members of Gordon Parks' Governing Board or Gordon Parks employees for a crime punishable as a felony or any crime related to the misappropriation of funds or theft and no member of the Governing Board or person employed or otherwise associated with Gordon Parks who has been convicted of or has pleaded nolo contendere to a crime related to misappropriation of funds or theft shall be engaged in direct processing of Gordon Parks funds unless approved in writing by UCM.

Section 8.4. Pursuant to Section 160.420.3, RSMo. personnel employed by Gordon Parks shall participate in the retirement system of the Kansas City, Missouri School District.

ARTICLE IX—INDEMNIFICATION, COVENANT NOT TO SUE AND INSURANCE

⁶² Section 160.420.2

⁶³ Id.

⁶⁴ Section 160.420.2(1)

⁶⁵ Section 160.420.2(2)

⁶⁶ Section 160.420.2(3)

⁶⁷ Section 160.420.2(4)

⁶⁸ Section 160.420.2(5)

Section 9.1. Gordon Parks agrees to indemnify and hold UCM, its Board of Governors and members thereof, its officers, employees and agents harmless from all claims, demands and liability, including attorney fees and related costs, on account of injury, loss or damage, including, without limitation, claims arising from bodily injury, personal injury, sickness, disease, death, property loss or damage or any other losses of any kind whatsoever which arise out of or are in any manner connected with Gordon Parks' operations or which are incurred as a result of the reliance of UCM upon the accuracy of information provided to it by Gordon Parks. Gordon Parks hereby covenants not to sue UCM or any of its Governors, officers, employees, agents or representatives for any matters that arise under this Charter School Contract unless the Gordon Parks claim is based upon UCM's material breach of this Charter School Contract or the gross negligence or willful misconduct of UCM or any of its Governors, officers, employees, agents or representatives (but only as such gross negligence or willful misconduct pertains to this Charter School Contract). UCM does not assume any obligation with respect to any director, employee, agent, parent, guardian, student, or independent contractor of Gordon Parks, and no such person shall have the right or standing to bring suit against UCM or any of its Governors, employees, agents or independent contractors as a result of the issuing, overseeing, placing on probationary status, terminating or revoking of this Charter School Contract.⁶⁹

Section 9.2. Insurance. In addition to the obligations imposed in the preceding section, Gordon Parks agrees that the insurance required by the provisions of Section 160.405.4(4), RSMo. and Section 2.5 of this Charter School Contract shall name UCM Board of Governors and its officers, employees and agents as additional named insured for any covered loss of any kind whatsoever which they or any of them legally may be required to pay and which arise out of or are in any manner connected with Gordon Parks operations or which are incurred as a result of the reliance of UCM upon the accuracy of information provided to it by Gordon Parks. Nothing in this provision shall be deemed a waiver of any Parties' applicable immunities.

ARTICLE X—RESERVATION OF RIGHT TO MONITOR PERFORMANCE

Section 10.1. Notwithstanding its approval of Gordon Parks' application to operate a charter school, UCM reserves the right throughout the term of this Charter School Contract to monitor Gordon Parks' performance of its obligations under applicable laws and under this Charter School Contract, its management and its operations.⁷⁰ Such monitoring may include all relevant aspects of Gordon Parks' performance, management and operations. The Parties acknowledge and agree that UCM may, at its discretion, conduct announced or unannounced site visits consistent with its oversight authority. Such site visits may include any activities reasonably related to fulfillment of UCM's oversight responsibilities including, but not limited to, inspection of the facilities; inspection of records maintained by Gordon Parks; interviews and observations of its principal/director, Governing Board, staff, school families, and community members; and/or observation of classroom instruction.

Section 10.2. The Parties acknowledge and agree that Gordon Parks shall timely provide to UCM any reports necessary and reasonably required for UCM to meet its oversight and reporting obligations, pursuant to Section 160.405, RSMo.

⁶⁹ Section 160.400.9

⁷⁰ Section 160.405.3

Section 10.3. UCM and Gordon Parks Governing Board and staff of Gordon Parks shall from time to time, but no less frequently than once every two (2) years, jointly review Gordon Parks' performance, management and operations.⁷¹

Section 10.4. UCM did not ask for nor receive from Gordon Parks any fee of any type for its consideration of the proposed charter submitted by Gordon Parks. UCM has not imposed as a condition for its consideration of the proposed charter a promise of future payment of any kind by Gordon Parks.

ARTICLE XI—FACILITIES

Section 11.1. Facilities shall meet all applicable health, safety and fire code requirements and shall be of sufficient size to safely house anticipated enrollment.

Section 11.2. All Facilities shall conform with applicable provisions of the Americans with Disabilities Act and any other federal or state requirements applicable to charter schools.

Section 11.3. Gordon Parks' relocation to different Facilities shall constitute a material change to this Charter School Contract and shall be subject to the following conditions:

- A. Notification to the UCM;
- B. Submission of a valid Certificate of Occupancy or Temporary Certificate of Occupancy for the new Facilities at least thirty (30) days prior to the first day of occupancy;
- C. Evidence that the Facilities meet applicable health, safety and fire code requirements; and
- D. Evidence that the Facilities are of sufficient size to safely house anticipated enrollment.

ARTICLE XII—GENERAL TERMS AND CONDITIONS

Section 12.1. Assignment. This Charter School Contract is not assignable by Gordon Parks without the prior written consent of the President of UCM.

Section 12.2. Successors and Permitted Assigns. The terms and conditions of this Charter School Contract are binding on and shall inure to the benefit of the Parties and their respective successors and permitted assigns.

Section 12.3. Entire Contract. This Charter School Contract sets forth the entire agreement between UCM and Gordon Parks with respect to the subject matter of this Charter

⁷¹ Section 160.405.6

School Contract. All prior contracts, representations, statements, negotiations, understandings, and undertakings are superseded by this Charter School Contract.

Section 12.4. Amendments. None of the terms or conditions herein shall in any manner be altered, amended, waived, or abandoned, except by written agreement of the Parties, executed by authorized representatives of the Parties.

Section 12.5. Other Contracts. Nothing contained in this Charter School Contract or in the provisions of Sections 160.400-160.420, RSMo. requires or prohibits the Parties from entering into separate contracts related to Gordon Parks' need to procure professional services from UCM or its faculty and staff including, but not limited to, sponsored research contracts, consulting contracts, etc. If the Parties desire to enter into such separate contracts, they will be in writing and shall set forth the terms and conditions thereof including the consideration to be paid therefore.

Section 12.6. Severability. If any provision of this Charter School Contract is held to be invalid or unenforceable, it shall be ineffective only to the extent of the invalidity, without affecting or impairing the validity or enforceability of the remainder of the provision or the remaining provisions of this Charter School Contract.

Section 12.7. Non-Waiver. No term or provision of this Charter School Contract shall be deemed waived and no breach or default shall be deemed excused, unless such waiver or consent shall be in writing and signed by the Party claimed to have waived or consented. No consent by any Party to, or waiver of, a breach or default of the other, whether expressed or implied, shall constitute a consent to, or waiver of, or excuse for any different or subsequent breach or default.

Section 12.8. Governing Law and Venue. This Charter School Contract shall be governed and controlled by the laws of the State of Missouri as to interpretation, enforcement, validity, construction and effect, and in all other respects. This Charter School Contract shall be construed fairly as to both Parties and not in favor of or against either Party, regardless of which Party prepared the Charter School Contract. Venue for all actions and proceedings shall be in Warrensburg, Johnson County, Missouri.

Section 12.9. Counterparts. This Charter School Contract shall be executed in one or more counterparts and all such counterparts shall constitute one and the same instrument.

Section 12.10. Notices. Any and all notices permitted or required to be given hereunder shall be deemed duly given: (i) upon the date of actual delivery, if delivery is by hand; or (ii) upon the date of actual delivery, if delivery is by first class mail, postage prepaid; or (iii) upon electronic confirmation of receipt, if delivery is by facsimile transmission. Each such notice shall be sent to the respective Party at the address or facsimile number indicated below:

To UCM:

Victoria Hughes, Director
Office of Charter Schools

To Gordon Parks:

Bernard Franklin, Board President
Gordon Parks Elementary

University of Central Missouri
2250 Lovinger
Warrensburg, MO 64093
Fax No.: (660) 543-4518

Gordon Parks Elementary 3715 Wyoming
Kansas City, MO 64111
Fax No.: (816) 753-3436

IN WITNESS WHEREOF, the Parties hereto have executed this Charter School Contract and/or authorized same to be executed by their duly authorized representatives as of the date shown beside their respective signatures.

University of Central Missouri

By *Mike Godard*

Date 11/10/18

~~Deborah Curtis~~ *Mike Godard*
Provost/Chief Learning Officer *Interim Provost/Chief Learning Officer MC 11/10/18*

Gordon Parks

By *Bernard Franklin PhD*

Date 11/29/17

Bernard Franklin
Board President, Gordon Parks Elementary

List of Attachments as presented in Section 2.2.

The following current documents are attached and incorporated as a part of this Charter School Contract. These documents are required by Sections 160.400. to 160.420., RSMo. and amendments thereto; or by the University of Central Missouri, as the sponsoring entity.

- A. **Education Plan**
- A.1 Mission, Vision and Goals
- A.2 Curriculum and Instruction
- A.3 Assessment
- A.4 School Calendar and Daily Schedule
- A.5 Target Population
- A.6 Special Student Populations
- A.7 School-Specific Goals and Objectives
- A.8 School Climate and Discipline
- A.9 Optional Programs
- A.9.1 Career Education (Not Applicable)
- A.9.2 Virtual Education (Not Applicable)
- A.9.3 High-Risk Alternative School (Not Applicable)
- A.9.4 Gifted Education (Not Applicable)
- A.9.5 Higher Education Affiliation (Not Applicable)
- B. **Organizational Plan**
- B.1 Governing Body
- B.2 Governing Board Composition

- B.3 Management and Operation
- B.4 Staffing and Human Resources
- B.5 Student Recruitment and Enrollment
- B.6 Parent, Community and Educator Involvement
- B.7 Joint Application (Not Applicable)
- B.7.1 Educational Service Providers (Not Applicable)
- B.7.2 Joint Application (Not Applicable)

C. **Business Plan**

- C.1 Budget
- C.2 Financial Management
- C.3 Facility
- C.4 Transportation
- C.5 Insurance

D. **UCM Monitoring and Oversight Plan**

**Gordon Parks Elementary School (GPES)
Regular Charter School Renewal
February 21, 2018**

1. A letter from the sponsor requesting renewal should be one page and signed by the Program Director.

Please see Attachment 1: Gordon Parks Elementary School Sponsor Renewal Request Letter.

2. Current school name, superintendent/head administrator, and names of buildings(s) and principal(s).

Gordon Parks Elementary School
Dr. Steve Lumetta, Chief Learning Officer/Principal

3. Mailing/physical address and telephone number of the charter school's main office.

Gordon Parks Elementary School
3715 Wyoming
Kansas City, MO 64111
816-753-6700

4. Provide list of the current board members including name, title and years served.

<u>Name</u>	<u>Title</u>	<u>Years Served</u>
Bernard Franklin, Ph.D	President	4
Doug Curry	Member	5
Paul Dorathy	Member	3
Brett Posten	Member	3
Adam Sachs	Member	3
Dr. John Vandewalle	Treasurer	3
Keli O'Neal Wenzel	Vice President	3
Kent Yoakum	Member	2
Chastity Stemmons	Member	1
April Boyd-Noronha	Member	2 months

5. Education service provider name and address (if applicable).

Not applicable

6. Sponsors shall review Missouri statutes to ensure compliance.

The University of Central Missouri (UCM) Office of Charter Schools has reviewed RSMo 160.400-160.425. Gordon Parks Elementary School's academic, fiscal, governance, and school operations are compliant with state statutes.

MISSION & VISION

7. State the school's mission and briefly present the vision for how the school will continue to operate in the next five years.

Mission Statement

Acting on its 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.

Vision

Children are our future. They are our future parents, educators, researchers, politicians, and entrepreneurs. At Gordon Parks we want our future to be filled with self-sufficient, empathetic, knowledgeable citizens with feelings of hope for their futures.

How Gordon Parks Elementary will continue to operate for the next five years.

Over the next five years, our approach to education will be built around small classes, holistic curriculum, intensive support services and an integration of the community with volunteers and donors. These resources combine to form a team that leverages a nurturing environment, multi-disciplinary resources that foster high expectations necessary for our students to thrive. At Gordon Parks, our students thrive by learning concepts that help them to visualize career-oriented, real world applications and experiences. We will continue to seek out strategies that will prepare our students for the next stage in their lives. We will embrace innovative practices and foster experiences that target 21st Century skills.

8. When did the board adopt vision and mission? (date of board meeting)

Gordon Parks Elementary School (GPES) incorporated in December 1998 and adopted the current mission and vision at that time. The school reorganized in 2013 and kept the mission and vision intact as the statements described the mission and vision of the board members, administration, staff and parents at that time. The GPES Board approved the revised mission and vision statements at the August 2013 meeting. When Board policies were revised and approved at September 28, 2015 Board meeting, the revised vision and mission statements were also approved.

9. Describe any changes or modifications to the school (new management, new theme, change in population, instructional staff).

Gordon Parks Elementary reinvented itself after the last five-year renewal. With new leadership in place and a revised model for providing instruction, the staff members at the school quickly embraced the Gordon Parks Way.

The Gordon Parks Way begins each day when the students are greeted by all staff members and gather together as a community to recite the Pledge of Allegiance; immediately following, the children continue with the STAR pledge:

I am Safe.
I am a Team Player.
I Achieve.
I show Respect.
I show Service.
I am and always will be a STAR!

Students then enter a day of instruction, activities and opportunities designed under the guidance of the Responsive Classroom approach, delivered by highly qualified teachers in each classroom and supported by our CARE Team.

Due to the high needs of our student population, we utilize a CARE Team. The Gordon Parks CARE Team is comprised of two licensed therapists, a nurse, a family advocate, and behavior interventionist. The CARE Team utilizes a trauma informed approach that promotes growth and healing of the whole child. Our staff receives support and information on topics such as self-care, trauma informed practices, and ideas to support students and their families.

Our team of faculty and administrators stands committed to creating a school environment with high expectations for our students in the areas of achievement, attendance and behavior. To meet the individual educational needs of our students and close academic achievement gaps there is a

1:12 ratio of teachers to students. This low student-teacher ratio enables GPES to closely monitor student achievement and implement individualized educational support.

10. Provide a concise projection of the school's goals over the next term of the charter.

1. Teachers and staff members will design and deliver high-quality, appropriately challenging, purposeful, and engaging instruction (SIP Goal 1 in accordance with “Five Essentials” data).
2. Teachers and staff members will nurture a sense of belonging, significance, and emotional safety to best connect and communicate with the stakeholders of Gordon Parks Elementary (SIP Goal 2 in accordance with “Five Essentials” data).
3. 90% of Gordon Parks Elementary students will attend school 90% of the time school is in session.
4. 90% of Gordon Parks Elementary students will perform at or above grade level in the area of behavior based on staff member quarterly data collection.
5. 80% of Gordon Parks Elementary students will be reading at or above grade level in accordance with the RRA (Reading Readiness Assessment – Kindergarten) and F&P (Fountas and Pinnell – 1st-4th grade) assessment by May 1, 2018.
6. Gordon Parks Elementary will work to increase and maintain an enrollment of 190 students by Aug. 1, 2018.

11. Other areas that have/will be addressed to improve performance.

The Gordon Parks learning model is built around the Responsive Classroom approach to teaching and learning that promotes belonging, significance, and fun. This researched-based approach focuses on the strong link between academic success and social-emotional skills. Within this model, the curriculum has grade-by-grade and content articulation of student learning objectives linked to the Missouri Learning Standards. Strategies and structures to enhance social-emotional skills are embedded in daily instruction.

12. Are the school's educational program goals and curriculum aligned with state standards?

Yes, educational goals are aligned to the Missouri Learning Standards issued by the state.

ORGANIZATIONAL/GOVERNANCE PLAN

13. Provide organizational chart of the staffing/reporting structure for the board, administration and staff, including teachers and contract employees.

Please see Attachment 2: Gordon Parks Elementary School 2018 Organizational Chart

14. Provide Articles of Incorporation, bylaws and Missouri not-for-profit status.

The GPES Articles of Incorporation were amended and adopted by the GPES Board on December 12, 2016. Please see Attachment 3: GPES Articles of Incorporation.

Please see Attachment 4: Gordon Parks Elementary School Bylaws
GPES Bylaws

Adopted May 1, 2010

Reviewed August 15, 2015

Reviewed January 8, 2018

Review and presentation for adoption March 2018

The GPES Board reviewed the current bylaws at the January 8, 2018 meeting and re-approved them without changes. The GPES Board will review the bylaws at length in Spring 2018, make necessary changes, and approve the revised bylaws at that time. The UCM Office of Charter Schools will provide a copy of the revised bylaws to the Department when the revision and approval are complete.

15. Provide a copy of renewal notification letter sent to the school board of the district.

Please see Attachment 5: Gordon Parks Elementary School Renewal Notification Letter.

16. Assurance of professional development/training for all teachers and leaders.

**Gordon Parks Elementary Professional Development Plan
2017-2022**

At Gordon Parks, our goal is to provide teachers professional development that includes opportunities for teacher collaboration and enhances teacher's knowledge of instructional practices that will in turn deepen student knowledge and learning in the areas of ELA, Math, Science, Social-Emotional Learning, Trauma-Informed Practices and Specials classes.

Content Area	Year 1: 2017-2018	Year 2: 2018-2019	Years 3-5: 2019-2022
ELA/Math/Specials Classes	ELAMSP.1.a Provide training for all teachers using the “Backwards Design” unit planning guidelines and lesson planning templates.	ELAMSP.2.a. Provide training for all teachers on Webb’s DOK, including implications for lesson planning and instruction.	ELAMSP.3.a Provide all classroom and special education teachers PD on 21 st Century Skills and Project and/or Problem-Based Learning.
	ELAMSP.1.b Train all teachers in the domain of Engaging Academics from Responsive Classroom.	ELAMSP.2.b. Continue with PD on the four domains of Responsive Classroom- in particular Engaging Academics.	ELAMSP.3.b Continue with PD on Responsive Classroom.
	ELAMSP.1.c Continue the PD started around learning environments that fosters belonging, significance and fun.	ELAMSP.2.c. Create opportunities for classroom teachers to work with the Instructional Coach in the areas of engaging academics and academic choice.	ELAMSP.3.c. Create opportunities for classroom teachers to work with the Instructional Coach in the areas of engaging academics, academic choice and Project-Based Learning.
	ELAMSP.1.d Create opportunities for classroom teachers to work with the Instructional Coach in the areas of lesson design and engaging academics.	ELAM.2.d Create opportunities for classroom visits to observe demonstrations and modeling, allowing time for questions and reflection.	ELAMSP.3.d. Create opportunities for classroom visits to observe demonstrations and modeling, allowing time for questions and reflections.
	ELAMSP.1.e Identify teacher leaders who can provide classroom demonstrations and modeling for peers.	ELAM.2.e. Provide training to all teachers on best practices of reading, writing, and math instruction.	ELAM.3.e. Provide PD for all classroom teachers and special education teachers on improving small group instruction.
	ELAM.1.f. Train teachers on creating CFAs and the data team process.	ELAM.2.f Continue with training on the CFA and data team process and digging deeper to find the tie	ELAM.3.f. Provide ongoing training to all teachers on best practices of reading, writing, and math instruction.

		between data and classroom instruction.	
	ELAM.1.g Train teachers on identifying priority standards and how to create a Common Summative Assessment.	ELAMSP.2.g Continue with training and deepen understanding of SEL, adding in a parent component.	ELAM.3.g. Refine training on the CFA and data team process and digging deeper to find the tie between data and classroom instruction.
	ELAMSP.1.h Train all teachers on Social-Emotional Learning competencies using CARES from Responsive Classroom.	ELAMSP.2.h. Train teachers on home visits and how to best partner with parents and families.	ELAMSP.3.h. Continue training on home visits and family/school partnerships.
	ELAMSP.1.i. Continue training on trauma-informed practices in all subject/content areas.	ELAMSP.2.i. Deepen understanding of best trauma-informed practices, possibly partnering with outside agencies to help with training.	ELAMSP.3.i. Continue training for teachers in trauma-informed practices, sending staff members to national, regional, state and local trainings as appropriate.

Content Area	Year 1: 2017-2018	Year 2: 2018-2019	Years 3-5: 2019-2022
Science	S.1.a. Provide classroom teachers and special education teachers training on science instruction strategies including, but not limited to: inquiry, problem-solving, questioning, discussion, connections to prior knowledge and real-life.	S.2.a. Provide classroom teachers and special education teachers training on best practices for teaching science strategies including, but not limited to: inquiry, problem-solving, questioning, discussion, connections to prior knowledge and real-life.	S.3.a. Provide teachers continued training in the areas of curriculum planning and unit design as it pertains to Science.
	S.1.b. Provide classroom teachers and special education teachers training on the new	S.2.b. Provide classroom teachers and special education teachers training on problem-solving strategies, eventually starting	S.3.b. Provide all teachers training on Problem/Project-Based Learning in particular

	Missouri Learning Standards for Science.	to move into Problem/Project-Based Learning with emphasis in STEM/STEAM.	in how it ties into the Science standards.
		S.2.c. Provide all teachers with the opportunity to work with the Instructional Coach in the area of Science, including, but not limited to: whole group instruction, small-group instruction, PBL and Inquiry.	S.3.c. Create opportunities for classroom visits to observe demonstrations and modeling, allowing time for questions and reflection.
		S.2.d. Send teachers and teacher teams to local, state, and national conferences as appropriate.	S.3.d. Send teachers and teacher teams to local, state, and national conferences as appropriate.

17. Assurance of requisite insurance coverage for directors/officers, and buildings; statement of compliance with any/all federal/state programs' requirements.

The University of Central Missouri Office of Charter Schools has reviewed GPES insurance coverage for directors/officers, and buildings. Amount of coverage is compliant with charter school statutes.

The University of Central Missouri Office of Charter Schools, in collaboration with the Missouri Department of Elementary and Secondary Education Federal Programs Supervisor and the Missouri Charter Public School Association Director of Federal Programs, monitors compliance with any/all federal/state programs' requirements for each of the charter schools sponsored by the University of Central Missouri. If any action, practice, or process, in the charter schools sponsored by UCM, is found to be non-compliant, increased monitoring is immediately implemented by the UCM Office of Charter Schools until the action, practice, or process is returned to compliant status.

18. Date board reviewed and adopted AOI and bylaws (at least every 5 years).

GPES Articles of Incorporation December 12, 2016

Please see Attachment 6: Gordon Parks Elementary School Certificate of Rescission dated June 22, 2015.

19. Assurance of board's most recent fingerprints.

The University of Central Missouri Office of Charter School received verification from the Authorized Recipient employee of the dates of completion of the Missouri Highway Patrol criminal fingerprint background check. All GPES Board members received a clear, “no findings” confirmation.

20. Assurance of signed Conflict of Interest disclosure forms.

The University of Central Missouri Office of Charter School received completed Conflict of Interest disclosure forms from each GPES Board member.

21. Assurance of Family Care Safety Registry check.

The University of Central Missouri Office of Charter School received verification from the GPES Chief Educational Office’s designated employee the dates of completion of a Family Care Safety Check for each GPES Board member. All GPES Board members received a clear, “no findings” confirmation.

22. Assurance of requisite surety bond for school financial officer(s).

The University of Central Missouri Office of Charter Schools reviewed the insurance/surety bond for GPES and found the coverage to be compliant with charter school statutes.

23. Date the board reviewed faculty and staff handbook.

The Board reviews the faculty and staff handbook in June of each school year. The most recent review and approval was June 12, 2017.

24. Does board satisfy sunshine law compliance? (agenda available, change time notification)

Please see Attachment 7: Gordon Parks Elementary School Board Governance Review: Indicators 5.2.2, 5.2.4-5.2.8, 5.3.1-5.3.5. In addition to the Board Governance Review, staff members of the UCM Office of Charter Schools attend at least three board meetings per year of each charter school sponsored by UCM. When attending board meetings, staff members look for the notification on the building and the date of the posting, and check for copies of the agenda.

25. How are board agendas and minutes made available to the public?

Board agendas are available in hard copy in the main office and are published as a public document on Lumen Touch. All meeting announcements and agendas are posted on the doors no less than forty-eight hours prior to a meeting. Each posting is time stamped.

26. How often does the board meet? (monthly, semi-monthly)

The GPES Board meets at least 10 months out of the year.

27. How often does the board review policies?

The Board reviews policies as needed each year and has calendared a review of policies every three years. The next review cycle will begin in Fall 2018.

28. How many hours of board training are required for the board annually?

There are no state statutes governing how many hours of board training are required for charter school board members. The University of Central Missouri Office of Charter Schools suggests that each new Board member receive 16 hours of board training during his/her first year as a board member. The UCM Office of Charter Schools recommends four hours of board training each year thereafter. The provides resources for board training and monitors board training for each Board member in all of the charter schools sponsored by the University of Central Missouri.

29. Assurance that the school uses curriculum guides.

Please see Attachment 8: GPES Curriculum Review and Curriculum Revision Process.

Each charter school sponsored by the University of Central Missouri conducted a self-study in curriculum development in April 2017. The self-study was conducted on research-based curriculum development practices and assessment processes. Annual update reviews are conducted by an external consultant, with data gathered and analyzed from a comprehensive scoring guide.

The GPES Curriculum Review Process illustrates that curriculum at GPES is ongoing and changing to meet the needs of students.

30. Assurance of an evaluation process of the LEA's leadership (admin, superintendent, principals).

Please see Attachment 9: Administrator Evaluations

At this time, GPES does not have a standard assessment for the Chief Executive Officer. The new CEO started working at GPES in July 2017. The CEO will work collaboratively to adopt a comprehensive evaluation tool. The Missouri Department of Elementary and Secondary Education models will provide guidance for the GPES Board and CEO.

31. List any sponsor/partnership efforts that help support the charter school in increasing student performance.

University of Central Missouri provides consultants for strategic improvement of instructional strategies, special education consulting for each school, curriculum development, and data analysis.

Gordon Parks is a Responsive Classroom School. Teachers participate in training, and a consultant works with our teachers throughout the school year. The framework is based on guiding principles that emphasize the importance of teaching social-emotional skills alongside academic content. The principles are as follows:

1. Teaching social and emotional skills is as important as teaching academic content.
2. How we teach is as important as what we teach.
3. Great cognitive growth occurs through social interaction.
4. What we know and believe about our students—individually, culturally, developmentally—informs our expectations, reactions, and attitudes about those students.
5. How we work together as adults to create a safe, joyful, and inclusive school environment is as important as our individual contribution or competence.
6. Partnering with families—knowing them and valuing their contributions—is as important as knowing the children we teach.

32. Assurance of compliance with any/all federal and state programs' requirements.

The University of Central Missouri Office of Charter Schools, in collaboration with the Missouri Department of Elementary and Secondary Education Federal Programs Supervisor and the Missouri Charter Public School Association Director of Federal Programs, monitors compliance with any/all federal/state programs' requirements for each of the charter schools sponsored by the University of Central Missouri. If any action, practice, or process, in the charter schools sponsored by UCM, is found to be non-compliant, increased monitoring is immediately

implemented by the UCM Office of Charter Schools until the action, practice, or process is returned to compliant status.

PERFORMANCE CONTRACT

33. Provide a copy of the existing performance contract that includes timelines and standards for renewal (include procedures and consequences for failure to meet requirements).

Please see Attachment 10: Gordon Parks Elementary School 2013-2018 Academic Performance Plan.

34. Provide data on measurements and objectives met (or not) in existing performance contract.

Please see Attachment 10: Gordon Parks Elementary School 2013-2018 Academic Performance Plan.

35. Provide new performance contract for next term of charter.

Please see Attachment 11: Gordon Parks Elementary School 2018-2023 Academic Performance Plan.

36. If the school is a recipient of a federal Charter School Program grant, the sponsor ensures that student performance is the most important factor in the determination of renewal/revocation. If no, please explain.

Not applicable

37. Describe goals to address academic performance based on current and projected data.

1. Teachers and staff members will design and deliver high-quality, appropriately challenging, purposeful, and engaging instruction (SIP Goal 1 in accordance with “Five Essentials” data).
2. Teachers and staff members will nurture a sense of belonging, significance, and emotional safety to best connect and communicate with the stakeholders of Gordon Parks Elementary (SIP Goal 2 in accordance with “Five Essentials” data).
3. 90% of Gordon Parks Elementary students will attend school 90% of the time school is in session.

4. 90% of Gordon Parks Elementary students will perform at or above grade level in the area of behavior based on staff member quarterly data collection.
5. 80% of Gordon Parks Elementary students will be reading at or above grade level in accordance with the RRA (Reading Readiness Assessment – Kindergarten) and F&P (Fountas and Pinnell – 1st-4th grade) assessment by May 1, 2018.
6. Gordon Parks Elementary will work to increase and maintain an enrollment of 190 students by Aug. 1, 2018.

FINANCIAL/BUSINESS PLAN AND PROJECTED BUDGET

38. Provide projected budget for the next five years (list of items).

Please see Attachment 12: Gordon Parks Elementary School Projected Budget 2017-2023

39. List any building/facility plan changes anticipated in the next five years.

Gordon Parks Elementary has secured private donations to install a new boiler and a new roof. In the next five years, updates include painting of classrooms and hallways as well as plans for a new gym floor.

40. List plans of expansion of grade levels.

No plans for expansion at this time. The board has discussed expansion at the early childhood level, and conversation will continue around this topic.

41. Assurance the school board reviews expenditures, low balances in operating funds, compliance with federal/state programs, and staff hiring.

Please see Attachment 13a: Gordon Parks Elementary School Board Financial Operations Reviews. One review is completed annually by the UCM Office of Charter Schools. The other review is conducted by an independent reviewer for every charter school preparing for renewal.

Please see Attachment 13b: Gordon Parks Elementary School Personnel and Payroll Review.

42. The sponsor assures that the school reports outstanding debt as required in Section 37.850.1

The University of Central Missouri Office of Charter Schools, in collaboration with the Missouri Department of Elementary and Secondary Education and the GPES Chief Education Officer, monitors and confirms that GPES reports outstanding debt as required in Section 37.850.1.

INTERVENTION, RENEWAL, REVOCATION, OR CLOSURE

43. Provide a school review process/form of items that the sponsor addresses annually to ensure LEA is fulfilling its mission of educating children.

Please see Attachment 14: Gordon Parks Elementary School 2016-2017 UCM Annual Oversight Review

44. Assurance the charter school understands the procedures for closure and distribution of assets as specified in RSMo160.405.1

The Director of the UCM Office of Charter Schools presented the procedures for closure and distribution of assets as specified in RSMo 160.405.1 at a regularly scheduled GPES Board meeting on August 14, 2017.

45. What date was the charter school placed on probation or remediation (if applicable)?

Not applicable due to the necessary reorganization of the entire school in 2013.

46. Attach explanation of reasons why charter is on probation or has remediation plan (if applicable).

Not applicable.

47. To what do you attribute student performance below 70% APR?

Not applicable.

48. Describe intervention strategies currently in place based on analysis of student data (include timeline).

LLI (Leveled-Literacy Intervention)

The Fountas & Pinnell Leveled Literacy Intervention System (LLI) is an intensive, small group, supplementary literacy intervention for students who find reading and writing difficult. The goal of *LLI* is to lift the literacy achievement of students who are not achieving grade-level expectations in reading.

Responsive Classroom

Responsive Classroom is an evidence-based approach of teaching that leads to greater teacher effectiveness, higher student achievement and improved school climate. This set of practices helps educators develop competencies in these four areas: engaging academics, effective management, positive community and developmental responsive teaching.

Care Team

- Addresses mental health needs of students through individual, group, and family therapy.
- Assists families in accessing outside resources for food, shelter, medical care, and other services.
- Triage immediate and chronic health-care situations, including addressing daily medical care; provides dental, vision and hearing screenings; identifies and coordinates local services for students with health conditions that effect learning.
- Provides "community care" to Gordon Park families through outreach education.

49. What improvements/results have been obtained?

Our students continue to make gains on statewide and local assessments. Additionally, our APR emphasizes the continual growth we have seen over the past three years in the areas of academic achievement, subgroup achievement, and attendance.

State Assessment Results Comparison 2012-2017

Grade Level/ Content Area	2012 3rd Grade-32 students 4th Grade-37 students				2013 3rd Grade-37 students 4th Grade-38 students				2015 3rd Grade-16 students				2016 3rd Grade-19 students 4th Grade- 18 students				2017 3rd Grade-31 students 4th Grade- 21 students			
	BB	B	P	A	BB	B	P	A	BB	B	P	A	BB	B	P	A	BB	B	P	A
3rd Grade ELA	19	75	3	3	24	62	14	0	19	31	31	19	21	21	47	11	13	32	42	13
3rd Grade Math	18	69	13	0	27	62	8	3	44	6	25	25	21	32	42	5	6	45	32	16
4th Grade ELA	24	60	11	5	18	68	13	0	No scores due to re-opening grade configuration.				17	27	39	17	19	28	48	5
4th Grade Math	27	51	19	3	16	65	16	3					17	39	11	33	19	52	24	5

50. What additional steps/strategies are planned?

Improvement of Student Performance Strategies:

Engaging Academics:

- Access our Responsive Classroom consultant and texts to best grow our knowledge in the area of Engaging Academics.
- Use professional development opportunities, staff meetings, team growth meetings to identify key components of Engaging Academics for Gordon Parks Elementary.
- Professional development will be offered and support provided for teams to develop their comprehensive units of instruction in the areas of ELA and Math.
- Continued focus on core teaching skills in Readers and Writers Workshops by continuing training in Balanced Literacy.
- Formalize a technology plan, and use technology to leverage instruction and offer robust ways for students to connect with the world around them.

Communication and Connections:

- Teachers and staff members will use professional development opportunities to devise a plan/template that includes four or five ways that we will connect with our families.
- Teachers and staff members will work with one another to develop a form of communication that helps identify when external stakeholders (community members, volunteers, parents, and donors) will visit Gordon Parks Elementary.
- Teachers and staff members will work together to develop a framework that helps our school connect with the community, Greater Kansas City, and the larger world.

GPES Board Governance and Strategic Direction:

- The CEO, governing board, and staff members will revisit the need for developing and implementing a strategic plan, potentially working with a consultant to assist in the process.
- The governing board for Gordon Parks Elementary will review the Gordon Parks Elementary bylaws, ensuring that these pieces have been properly vetted and approved. This includes a finalized bylaw regarding “nepotism”.
- One or two trainings will be scheduled per year in order to ensure that members of the governing board are provided necessary professional development to best support the needs of Gordon Parks Elementary.



Midwest Center for Charter Schools and Urban Education
College of Education
Lovinger 2250
Warrensburg, MO 64093
Office 660-543-4723
FAX 660-543-4518

January 10, 2018

Roger Dorson, Interim Commissioner
Department of Elementary and Secondary Education
PO Box 480
Jefferson City, MO 65102

Dear Commissioner Dorson,

This letter requests authorization from the Missouri State Board of Education of the renewal of the Gordon Parks Elementary School charter for a 5-year term, beginning July 1, 2018 and ending June 30, 2023.

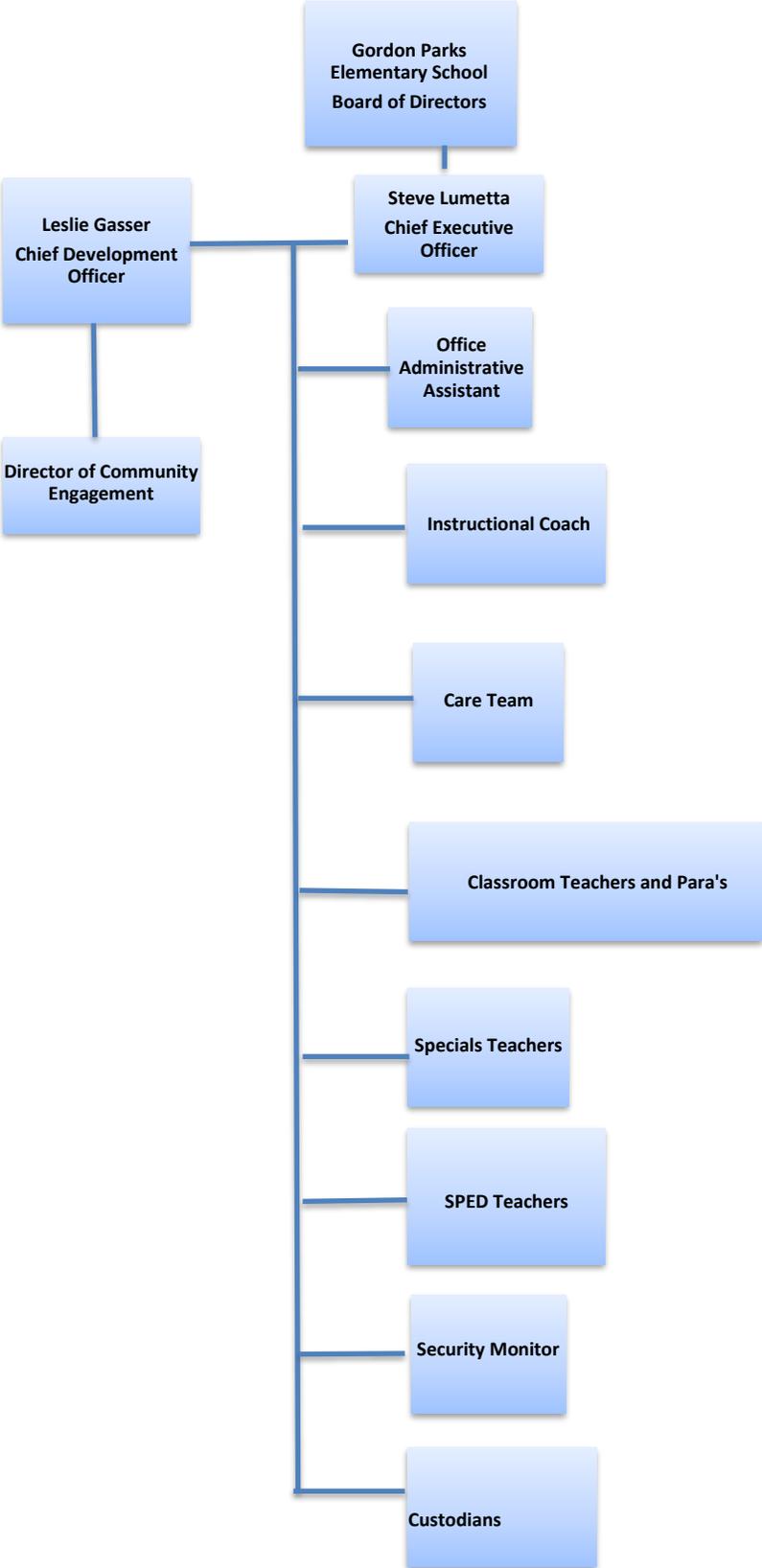
The University of Central Missouri carefully reviewed Gordon Parks Elementary School's charter renewal application and all supporting documents submitted by the Board of Directors and administrators of the school. The University of Central Missouri fully endorses the Gordon Parks Elementary School charter renewal application and, believing the application is compliant with Missouri charter school law, is poised to present the application for the charter renewal to the Missouri Board of Education at a date to be determined.

The documents required or requested were submitted to the Department's Office of Quality Schools, Charter Schools. Please contact me should questions arise or if I may provide documents related to the charter renewal.

Respectfully,

Victoria Hughes, Ed.D.
Director

Attachment 2: Gordon Parks Elementary School Organizational Chart



Attachment 3: Gordon Parks Elementary School Articles of Incorporation



State of Missouri

Jason Kander, Secretary of State

Corporations Division
PO Box 778 / 600 W. Main St., Rm. 322
Jefferson City, MO 65102

**Articles of Amendment
for a Nonprofit Corporation**

(Submit with filing fee of \$10.00)

The undersigned corporation, for the purpose of amending its articles of incorporation, hereby executes the following articles of amendment:

1. The name of corporation is: Gordon Parks Elementary School N00060282
Name Charter Number

2. The amendment was adopted on 12/12/2016 and changed article(s) X to state as follows:
month/day/year
See Attached.

3. If approval of members was not required, and the amendment(s) was approved by a sufficient vote of the board of directors or incorporators, check here and skip to number (5):

4. If approval by members was required, check here and provide the following information:

- A. Number of memberships outstanding:
- B. Complete either C or D:
- C. Number of votes for and against the amendments(s) by class was:

Class	Number entitled to vote	Number voting for	Number voting against
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

D. Number of undisputed votes cast for the amendment(s) was sufficient for approval, and was:

Class:	Number Voting undisputed:
_____	_____
_____	_____
_____	_____

The number of votes cast in favor of the amendment(s) by each class was sufficient for approval by that class.

5. If approval of the amendment(s) by some person(s) other than the members, the board or the incorporators was required pursuant to section 355.606, check here to indicate that approval was obtained:

In Affirmation thereof, the facts stated above are true and correct:

(The undersigned understands that false statements made in this filing are subject to the penalties provided under Section 575.040, RSMo)

Dr. Bernard Franklin Dr. Bernard Franklin Board Chair 12/12/2016
Authorized signature of officer or chairman of the board *Printed Name* *Title* *Date*

Name and address to return filed document:

Name: James F. Freeman III

Address: 4600 Madison, #1100

City, State, and Zip Code: Kansas City, MO 64112

**CORPORATE RESOLUTION OF
GORDON PARKS ELEMENTARY SCHOOL**

At a duly called regular meeting of the Board of Directors of Gordon Parks Elementary School, held the 12th day of December 2016 in Kansas City, Missouri, at which a quorum was present the Board of Directors resolved and took the following actions:

The following resolution is adopted as the unanimous/majority vote of Board of Directors of Gordon Parks Elementary School ("GPES"):

WHEREAS, GPES originally adopted and caused to be filed its Articles of Incorporation with the State of Missouri on December 4, 1998:

WHEREAS, GPES thereafter amended and caused to be filed Articles of Amendment of Articles of Incorporation with the State of Missouri on January 26, 1999;

WHEREAS, R.S.Mo. § 160.405 was subsequently amended so as to require a provision in a charter school's governing document so as to require that unobligated assets be returned to the Department of Elementary and Secondary Education upon dissolution of a public charter school;

WHEREAS, in order to further the purposes of the GPES, the Board believes that it is in the best interest of GPES that it amend its Articles of Incorporation so as to comply with R.S.Mo. § 160.405;

WHEREAS, GPES has no members; and

WHEREAS, ___ of ___ (a majority) of the members of the Board on the 12th day of December, in accordance with R.S.Mo. 355.591 voted in favor of this Resolution.

NOW, THEREFORE, BE IT RESOLVED, that the Articles of Incorporation, as amended by the Articles of Amendment are amended as follows:

Article X is deleted in its entirety and replace with the following:

Upon the dissolution of the corporation, the Board of Directors shall, after paying or making provisions for the payment of all of the liabilities of the corporation, distribute any assets of the corporation that represent funding from or that were obtained by using federal or state funding to the State of Missouri, Department of Elementary and Secondary Education. The Board shall distribute the remainder of the assets of the corporation, if any, to an organization or organizations organized and operated exclusively for charitable, educational, scientific or religious

purposes as shall, at the time, qualify as an exempt organization or organizations by reason of the description provided in Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, or to a governmental entity for such purposes. Any such assets not so disposed of shall be disposed of by the Circuit Court of the county in which the principle office of the corporation is then located, exclusively for such purposes or to such organization or organizations as said court shall determine, which are organized exclusively for such purposes.

; and

FURTHER RESOLVED, that in connection with the amendment that the Chief Education Officer of Gordon Parks Elementary School is authorized to execute all such documents, and to take all such other actions as may be necessary or appropriate, to accomplish the purposes of the foregoing resolution.

IN WITNESS WHEREOF, the undersigned have executed this Resolution effective this 12th day of December 2016.

GORDON PARKS ELEMENTARY SCHOOL

By: 
Dr. Bernard Franklin, Board Chair

Approved:


Secretary

ARTICLE X

Upon the dissolution of the corporation, the Board of Directors shall, after paying or making provisions for the payment of all of the liabilities of the corporation, distribute any assets of the corporation that represent funding from or that were obtained by using federal or state funding to the State of Missouri, Department of Elementary and Secondary Education. The Board shall distribute the remainder of the assets of the corporation, if any, to an organization or organizations organized and operated exclusively for charitable, educational, scientific or religious purposes as shall, at the time, qualify as an exempt organization or organizations by reason of the description provided in Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, or to a governmental entity for such purposes. Any such Assets not so disposed of shall be disposed of by the Circuit Court of the county in which the principle office of the corporation is then located, exclusively for such purposes or to such organization or organizations as said court shall determine, which are organized exclusively for such purposes.

Attachment 9: Gordon Parks Elementary School Administrator Evaluations

Currently, no formal or standard evaluation model exists for the lead administrator at Gordon Parks Elementary School (GPES). The current lead administrator, the Chief Executive Officer, began working at GPES in July 2017.

The GPES Chief Executive Officer will work collaboratively with the Board of Directors and the University of Central Missouri Office of Charter Schools to identify evaluation models that best fit the need of GPES. Metrics will be comprehensive and will be guided by the DESE model, which may address, but are not limited to the following standards:

- Uphold and support the vision and mission of GPES
- Achievement of short and long term goals
- Improvement of teaching and learning
- Management of school operations, the organizational structure, and resources
- Collaboration with Families and Community Partners
- Ethics and Integrity
- Knowledge of the Education System
- Professional Development
- Growth Guide

Several models will be researched and then a model specific to GPES will be selected or developed by the GPES Board of Directors. The remaining 2017-2018 school year will be devoted to determining which model to use, which standards and indicators to include, and what form to use. The new evaluation model should be operable by the start of the 2018-2019 school year.

Attachment 5: Gordon Parks Elementary School Renewal Notification Letter



Office of the Dean, College of Education
Lovinger 2190
Warrensburg, MO 64093
Office 660-543-4272
FAX 660-543-4167
www.ucmo.edu/ced
coe@ucmo.edu

October 30, 2017

Bernard Franklin, President, Board of Directors
Gordon Parks Elementary School
3715 Wyoming
Kansas City, MO 64111

Dear Dr. Franklin,

This letter is to inform the Gordon Parks Elementary School (GPES) Board of Directors of action taken by the University of Central Missouri (UCM) Board of Governors regarding the charter renewal for Gordon Parks Elementary School. On October 27, 2017, the UCM Board of Governors approved the GPES charter renewal for a 5-year term, beginning July 1, 2018 and ending June 30, 2023.

Staff members of the UCM Office of Charter Schools and GPES will immediately compile requested information and documents for the renewal application. The completed charter renewal application, and a request for placement of the charter renewal on the agenda of the February 2018 State Board of Education meeting, will be submitted to the Missouri Department of Elementary and Secondary Education.

Please contact Dr. Victoria Hughes at 660-543-4744 or vhughes@ucmo.edu should questions arise or for further assistance regarding the charter renewal.

Sincerely,

A handwritten signature in black ink, appearing to read 'Robert Lee', is written over the word 'Sincerely,'.

Robert Lee, Ed.D.
Dean

cc: Dr. Gus Wetzel, President, Board of Governors, University of Central Missouri
Dr. Charles Ambrose, President, University of Central Missouri
Dr. Deborah, Provost/Chief Learning Officer, University of Central Missouri
Ms. Hayley Hanson, General Counsel, University of Central Missouri
Dr. Victoria Hughes, Director, Office of Charter Schools, University of Central Missouri
Dr. Charles Shields, President, Missouri Board of Education
Dr. Margie Vandeven, Commissioner, Missouri Department of Elementary and Secondary Education
Mr. John Robertson, Coordinator, Charter Schools Program, Missouri Department of Elementary and Secondary Education
Dr. Mark Beddell, Superintendent, Kansas City Public Schools
Dr. Doug Thaman, Executive Director, Missouri Charter Public School Association
Dr. Steve Lumetta, Chief Education Officer, Gordon Parks Elementary School

Central Missouri Educators Build Strong Communities

Attachment 6: Gordon Parks Elementary School Certificate of Rescission

STATE OF MISSOURI



Jason Kander
Secretary of State

CERTIFICATE OF RESCISSION

I, JASON KANDER, Secretary of State of the State of Missouri, hereby certify that the forfeiture/administrative dissolution entered against

GORDON PARKS ELEMENTARY SCHOOL
N00060282

on 4/20/2015, as provided in the State of Missouri Nonprofit Corporation Act was this day rescinded, and said corporation was on this date hereby restored to good standing in the records of this office.

IN TESTIMONY WHEREOF, I hereunto set my hand and cause to be affixed the GREAT SEAL of the State of Missouri. Done at the City of Jefferson, this 22nd day of June, 2015.



Secretary of State



SOS #30 (01-2013)

Attachment 7: Gordon Parks Elementary School Governance Review

School Name: Gordon Parks Elementary School
School Governance
Part 5: Board Governance Review
Reviewers: Mike Ringen and Julie Brunner
Date: 2/21/17 and 2/28/17

5.1 The School Board operates legitimately and in the best interest of its students and mission.				
Indicators	Not Met	Partially Met	Met	Strengths /Recommendations
5.1.1 Throughout the year Board composition meets all requirements of its bylaws and appropriate state regulations regarding governance. (Proactive recruiting) (Board Minutes Attendance)	X			During the 2015-16 review, bylaws were not available and were identified as pending and due to be reviewed and revised by the attorney and board. At the current 2016-17 review, the bylaws have been returned by the attorney but have not yet been approved by the board. The new board president and new school leadership has identified this as a priority for their future work. Article of Amendment for Article X was completed and available for review.
5.1.2 The proper number of members are on the Board as noted in the By-Laws/ policies/ contract with the University of Central Missouri.	X			Currently 8 board members. Bylaws unavailable. See 5.1.1.
5.1.3 The Board participates in long range strategic planning and there is a process in place for plans to be evaluated yearly (i.e., student performance, facility, growth, budget, school improvement, etc.). (Review student, teacher and parent surveys, Board minutes on strategic planning...)		X		The School Improvement Plan is currently being used as the strategic plan. This was an agenda item on the February 11 board retreat and was discussed at the February 13 board meeting. Revisions and expansion of plan is being developed, however the plan is to use SIP as the foundation document. Care will need to be taken in order to develop a true,

				comprehensive, strategic plan that contains the required components.
5.1.4 The school is in material compliance with applicable law (IDEA, NCLB, SPED, Title I, Title VI, FERPA, etc.). (Policies in place, no DESE investigations, any letters stating noncompliance, etc.)			X	No complaints Mr. Palmer reports SPED report came back fully compliant.
5.1.5 There is a practice in place for Board member induction and continuous training. (16 hours first year, 4 hour per year all others - agendas/ procedures from induction sessions)	X			No documentation of board training, either within the individual school setting or attendance at outside training sessions was provided. They are promoting the spring training opportunities.
5.1.6 Board actively seeks and includes parental and community involvement in its governance according to charter (Parent representation on Board, have input into strategic planning, PTO, etc.) (Board Agenda/Minutes - Open Forum)			X	A new board member joined last month and she has a background in parent engagement. They have a parent organization that started in January and that has had 2 meetings. The parent group will review the parent plans in April for parent compliance and will provide feedback. They do a parent survey every April. They seek to improve the participation rate of parents. They have a neighborhood resident on the board that represents the community.
5.1.7 Attendance at Board Meetings (July 1 – June 30) never falls below 75%.		X		
5.1.8 School Board members' Family Care Safety Registry reports and Background Checks are complete and kept on file.			X	
5.2 Meetings are regularly scheduled and appropriately conducted.				
Indicators	Not Met	Partially Met	Met	Strengths /Recommendations
5.2.1 There are at least 10 regular meetings of the Board.			X	

5.2.2 Board meeting are posted in sufficient time and include a tentative agenda.			X	
5.2.3 The president of the Board and the Executive are both involved in Board meeting planning.			X	They meet twice a month to collaborate on agenda items. They also work together electronically.
5.2.4 Minutes include a record of Board members attending and those absent.			X	
5.2.5 Action is taken with motions, seconds and votes.			X	Open session votes taken as roll call votes as requested by the board
5.2.6 There is a roll-call vote to enter a closed session.			X	Several meetings in previous months were documented as entering closed session without a roll call vote. However, this has been corrected and the minutes show that votes to enter closed session were done correctly. Conversations with school personnel indicate that this practice will continue.
5.2.7 Confidential minutes are developed for closed sessions and securely maintained.			X	Name of person maintaining closed session minutes: Board member takes minutes and Kirsten Lipari-Braman transcribes them and enters them into Lumen. Location of stored minutes: Secure area online in Lumen and also in binder in secure area of Chief Education Officer's office.
5.2.8 Business is conducted in compliance with Missouri open meeting laws.			X	11/14/16 minutes stated that the meeting was to start at 5:00. At 5:05 a quorum was not present but the rest of the minutes continued with the regular meeting. The board secretary explained that a member arrived at 5:07. Recommendation: Revise minutes to include entrance of board member which then constituted a quorum for the rest of the meeting.
5.2.9 A quorum is present for all Board Meetings. (No			X	

meeting was cancelled for lack of a quorum.)				
5.3 Governance records and documentation are appropriately kept and maintained.				
Indicators	Not Met	Partially Met	Met	Strengths /Recommendations
5.3.1 Board minutes are available to the public upon request.			X	
5.3.2 Board minutes are properly maintained (Kept in one place, one person oversees, easily accessible, etc.).			X	
5.3.3 Board minutes are current.			X	
5.3.4 Board minutes are complete.			X	
5.3.5 The Notice of Meeting is included in the documentation of monthly meeting.			X	
5.3.6 Governance records are developed and maintained by staff or consultants – not Board members.			X	
5.3.7 Deficient findings from last years' UCM review have been corrected. Board Member Training	X			From 2016: Bylaws were not available for review in 2016. They were at the attorney's for revision. They have not yet been formally approved but are in the approval process at this time. Strategic plan in process but incomplete in 2016. Board training incomplete in 2016.
5.4 School business is conducted in a transparent manner, free of conflict of interest, and models best practices regarding governance roles and responsibilities.				
Indicators	Not Met	Partially Met	Met	Strengths /Recommendations
5.4.1 There are indications that the Board knows and sustains the difference between administration (management of the school) and governance (policy, outcome setting, monitoring outcomes,			X	Unanimous votes at board meetings. Appropriate reports provided at meetings. Minutes do not indicate any conflicts.

evaluation of the top executive, etc.)				Agenda topics indicate appropriate direction of the board. The top executive is generally evaluated in January.
5.4.2 Decision-making is free of conflicts of interest and decision makers act in the best interest of the children in the school. (Policy, awarding of contracts...)			X	No documentation to indicate otherwise. No issues found to indicate potential problems.
5.4.3 Finance reports are included on the regular agenda.			X	EdOps, a financial services company, directs financial operations.
5.4.4 The annual audit is reviewed by the Board, accepted by motion and recorded in Board minutes.			X	12/12/16
5.4.5 The Board minutes reflect approval of an annual budget.			X	5/9/16
5.4.6 The Board is aware of school staffing and staff salaries.			X	Staffing needs, new hires, discussions about how to best meet instructional priorities are included in board minutes.
5.4.7 There is some type of appropriate Board oversight on payment of the bills.			X	

Attachment 8: Gordon Parks Elementary School Curriculum Review and Revision Process

Gordon Parks Curriculum Review

3.1 Vertical Curriculum Continuity				
Indicators	Not Met	Partially Met	Met	Strengths /Recommendations
3.1.1 Curriculum Housing			X	
3.1.2 Curriculum Map		X		
3.1.3 Vertical Articulation		X		
3.1.4 Curriculum Overlap and Gaps		X		
3.1.5 Missouri Learning Standards			X	
3.1.6 Unpacking Standards		X		
Evidence: Pacing Guides				
Explanation of High and Low Scores: Pacing Guides and Scopes and Sequences are located in the grade level folders in the Google Drive. Pacing guides are aligned to the Missouri Learning Standards. Some teachers, mostly our more experienced teachers, can unpack state standards, but not all of our teachers are proficient at this yet. All of our teams have identified priority standards, but some are inconsistent in their use and articulation of these standards.				
3.2 Horizontal Curriculum Continuity				
Indicators	Not Met	Partially Met	Met	Strengths /Recommendations
3.2.1 Curriculum Appropriateness			X	
3.2.2 Alignment of Curriculum, Assessment and Pedagogy		X		
3.2.3 Depth of Knowledge		X		
3.2.4 Lesson Objectives (I Can Statements)		X		
3.2.5 Student Skills		X		

3.2.6 Rigor of Assessments		X		
3.2.7 Use of Data		X		
3.2.8 Cross-Curricular Components		X		
Evidence: CFAs, Unit Plans				
<p>Explanation of High and Low Scores: For the most part, we are just really progressing in this area. We have pocket of teachers and teams that would be more in the proficient side, but overall, we are still progressing. Our teachers have a lot of data, and access to the data, and while it is somewhat used to drive instruction, that is not always the case for all of the students in all of the classes. We have done a lot of work with Responsive Classroom around their domain of Developmental Responsiveness. Teachers use the guidelines found in the book Yardsticks to help determine groupings, pace of lessons, and structures.</p>				
3.3 Instruction Based on Curriculum				
Indicators	Not Met	Partially Met	Met	Strengths /Recommendations
3.3.1 Lesson Planning		X		
3.3.2 Lesson Structure		X		
3.3.3 Lesson Alignment to Skills and/or Standards			X	
3.3.4 Demonstrations of Learning (DOLs)		X		
3.3.5 Quality of Learning Experiences		X		
3.3.6 Activities and Materials		X		
3.3.7 Differentiation		X		
3.3.8 Cultural Awareness		X		
3.3.9 Instructional Grouping			X	
3.3.10 Technology Integration		X		
Evidence: Lesson and Unit Plans				
<p>Explanation of High and Low Scores: All teachers are teaching lessons that are aligned to Missouri Learning Standards. Teachers can articulate the standard they are teaching. Our two teacher, co-teaching model allows for varied instructional structures. Most classrooms teach using one of the research-based co-teaching models of team teaching.</p>				

We are still working on, and is actually one of our goals for the 2017-2018 school year to look at more engaging ways for students to show their learning. We are also looking at being more effective in accessing our students’ “meaning network” to discover what is meaningful to them. Our technology is not fantastic because of Wifi and internet capabilities. This limits what our students can do with technology.

3.4 Curriculum Priority

Indicators	Not Met	Partially Met	Met	Strengths /Recommendations
3.4.1 Providing Resources		X		
3.4.2 Resource Training			X	
3.4.3 Budget Allocation for Instructional Resources	X			
3.4.4 Curriculum Development		X		

Evidence: Team Growth Meeting Training Agendas, Curriculum Plan

Explanation of High and Low Scores: Teachers have been trained with follow-up training available for all curricular resources, outside trainers are brought in as necessary. We have a curriculum plan that is followed, but it is mostly administration that evaluates the resources with some teacher input.

We do not have a consistent, scheduled line item in the budget.

3.5 Positive Human Relations

Indicators	Not Met	Partially Met	Met	Strengths /Recommendations
3.5.1 Internal Feedback to Staff		X		
3.5.2 Stakeholder Engagement		X		
3.5.3 Staff Collaboration		X		
3.5.4 Staff Collaboration Expectations		X		
3.5.5 School Professional Development Plans			X	
3.5.6 Teacher Professional Development Plans		X		

Evidence: Professional Development Plan, Team Growth Meeting Agendas

Explanation of High and Low Scores: Our systems are improving, but there is still a lot of room for improvement. The administration sets expectations, but we need to improve our feedback schedule and follow-up with teams.

Our professional development plan is reviewed and updated yearly. We also have an ongoing PD calendar that is updated weekly based on needs of staff and observations.

3.6 Theory-Into-Practice Approach

Indicators	Not Met	Partially Met	Met	Strengths /Recommendations
3.6.1 High Expectations		X		
3.6.2 Priority Standards		X		
3.6.3 Assessment Production			X	
3.6.4 Data-Driven Decision Making			X	
3.6.5 Post-Secondary Connections		X		
3.6.6 Community Connections		X		

Evidence: Data Sheets, Data Team Documents, Units

Explanation of High and Low Scores: We have ongoing, scheduled data teams for each school-wide and CFA assessment that is given. This process works really well, but we would like to see teachers start to do more of this on their own. We have a lot of informal, career and college conversations and field trips with students- especially in 4th grade. This could be more intentional and a more formal process.

3.7 Planned Change

Indicators	Not Met	Partially Met	Met	Strengths /Recommendations
------------	---------	---------------	-----	----------------------------

3.7.1 School/LEA Improvement Plan or Action Plan with Goals		X		
3.7.2 Reflective Practices and Professional Growth			X	
3.7.3 Alignment Across LEA			Not Applicable	
3.7.4 Monitoring of Curriculum at Site Level		X		
<p>Evidence: Curriculum feedback forms, PD calendar</p> <p>Explanation of High and Low Scores: We use multiple measures to determine PD for staff- classroom observations from administration and consultants, staff conversations, 5Es survey results, CARE Team conversations and observations. While we have a SIP, it needs to be an ongoing document, not just something that is done one time and not really used. Our instructional teams typically monitor and evaluate curriculum at the end of the year, with some teams meeting and evaluating quarterly.</p>				

Gordon Parks Elementary School Curriculum Revision Process

2017-2022

At Gordon Parks, we believe that curriculum is a constantly changing, living entity. Because of new technologies, revised standards, and new research on what is best for teaching and learning, our curriculum will be revised and resources reviewed in the following time frame:

Content Area	Review/Revision Year
Math	2017-2018 Missouri Learning Standards have changed; current resources need to be re-evaluated for alignment and effectiveness.
Science	2018-2019 With the changes to the Missouri Learning Standards, resources most likely will no longer be aligned or relevant.
Social Studies	2019-2020 With the changes to the Missouri Learning Standards, resources most likely will no longer be aligned or relevant.
ELA	2020-2021 New resources were purchased for the 2015-2016 year. Supplemental resources, SIPPS, LLI, were purchased for the 2016-2017 school year. These resources are aligned to the 2017 Missouri Learning Standards and will need to be re-evaluated for alignment and effectiveness.

Revision Process: We will follow the process below when revising our curriculum and resources.

- Teacher teams will look at the current curriculum and check alignment of current Missouri Learning Standards. (This is done yearly)
- Revisions will be made to the curriculum as needed- including the scope and sequence of standards. (This is done yearly)
- Teacher teams will work with the Director of Education to evaluate the current resources and decide if the resource can stay the same, if supplemental resources are needed, or if the current resource no longer meets the needs of the teachers and students of Gordon Parks.
- If a new resource is needed, research into resources will be done by the Director of Education and resources will be scrutinized, piloted in classrooms, and feedback received from teachers before looking at purchasing.
- Once a decision regarding the resources and revised curriculum has been made, the Director of Education and the CEO will take a proposal and recommendation to the Board of Directors for approval.

Attachment 9: Gordon Parks Elementary School Administrator Evaluations

Currently, no formal or standard evaluation model exists for the lead administrator at Gordon Parks Elementary School (GPES). The current lead administrator, the Chief Executive Officer, began working at GPES in July 2017.

The GPES Chief Executive Officer will work collaboratively with the Board of Directors and the University of Central Missouri Office of Charter Schools to identify evaluation models that best fit the need of GPES. Metrics will be comprehensive and will be guided by the DESE model, which may address, but are not limited to the following standards:

- Uphold and support the vision and mission of GPES
- Achievement of short and long term goals
- Improvement of teaching and learning
- Management of school operations, the organizational structure, and resources
- Collaboration with Families and Community Partners
- Ethics and Integrity
- Knowledge of the Education System
- Professional Development
- Growth Guide

Several models will be researched and then a model specific to GPES will be selected or developed by the GPES Board of Directors. The remaining 2017-2018 school year will be devoted to determining which model to use, which standards and indicators to include, and what form to use. The new evaluation model should be operable by the start of the 2018-2019 school year.

Attachment 10: 2013-2018 Gordon Parks Elementary School Academic Accountability Plan

**Reviewer: Doug Thomas
November 16, 2016**

A7. School Specific Goals and Objectives (Academic Accountability Plan)

The Academic Accountability Plan for **Gordon Parks Elementary School** presented on the following pages addresses academic performance tied to specific pupil performance standards, the state assessment program, and nationally normed achievement data. Five key academic indicators provide a framework for the collection of data and determination of academic accountability:

- Indicator 1.1: Annual Performance Report (APR)
- Indicator 1.2: School Achievement Levels (Status)
- Indicator 1.3: School Improvement over Time (Progress)
- Indicator 1.4: Student Achievement over Time (Growth)
- Indicator 1.5: Student Engagement

There are multiple indicators and sub-indicators within the Academic Accountability Plan. The performance indicators are accompanied by academic goals, baseline data, established benchmarks, targets, and reporting protocol.

Accountability:

For each noted academic performance indicator, a determination of *Met Benchmark*, *Met Target*, or *Not Met* will be made by UCM staff as part of the annual academic performance oversight process. There are 11 indicators and sub-indicators within this academic accountability plan for Gordon Parks Elementary School.

Any one (1) of the indicators earning a *Not Met* determination will be included in a subsequent school improvement plan, with specific steps for improvement, timeline, and re-assessment. Any *Not Met* determinations for that same indicator in subsequent years may result in the school being placed on probation, as per UCM charter school policies.

Additionally, should the school fail to meet the benchmarks on a majority of the noted (11) indicators and sub-indicators, the University will comply with section **160.405.8 (1)-(6)** of the charter school law which includes taking appropriate remedial action, probation, or consideration of revocation of the charter.

Indicator 1: Annual Performance Report (APR)

1.1 Gordon Parks Elementary will meet or exceed 50% of the MSIP 5 performance indicators applicable to the school as generated by Missouri’s Annual Performance Report (APR) as per MSIP 5 guidelines and calculations.

Measures	Metric	2013	2014	2015	2016	2017	2018	Benchmark	Target
1.1.APR Determination	State Accreditation Standards for K-5 schools	52.9%	100%	NA	NA			Meet or exceed 50% of the possible points for all <u>applicable</u> performance indicators for K-5 districts. APR “Provisionally Accredited” cut score set by DESE	Meet or exceed 70% of the possible points for all <u>applicable</u> performance indicators for K-5 districts. APR “Accredited” cut score set by DESE.
	Met / Not Met Benchmark / Target	Met Target *	Met Target *	NA	NA				

* In 2013, the Target was ≤50%, as per DESE approved performance contract. Revised 2014.

* In 2014, Attendance was the only State indicator included in the APR. 3 years of academic data were not available.

* 2015/2016. No APR was calculated for GPE by DESE.

Indicator 1.2 School Achievement Levels (Status)

1.2.1 Status Compared to KCPS

1.2.2 Status Compared to Peer Schools

1.2.1 Status Compared to KCPS. Gordon Parks Elementary students will generate a higher MAP scores than the KCPS on a majority of the required assessments in the content areas of English Language Arts, Mathematics, and Science. The MAP Index aggregate scores for grades 3 and 4 as calculated for the Missouri Annual Performance Report (APR) will be utilized for this accountability measure.

Measures	Metric		2013	2014	2015	2016	2017	Benchmark	Target
Grade 3-4 ELA	MAP Index Scores	GPE	275.3	NA	346.7	332.4		Perform better than the KCPS on a majority ($\leq 50\%$) MAP performance indicators.	Perform better than the KCPS on $\leq 70\%$ of the performance indicators.
		KCPS	293.2	279	248.9	261.5			
Grade 3-4 Math		GPE	281.7	NA	299.8	327.0			
		KCPS	294.3	297	246.9	245.1			
2.1 Annual Comparison with KCPS	# and % of GPE indicators higher than the KCPS		1/3 33%	NA	2/2**	2/2			
	Met or Not Met Benchmark / Target		Not Met	NA*	Met Target	Met Target			

*Due to the re-organization of the school in 2013, GPE did not have MAP scores in 2014.

2015. Analysis is for 3rd grade only, and only ELA and Math. These are the only grade level and content area MAP scores.

2016. Analysis is for 3rd & 4th grades, ELA and Math. These are the only grade level and content area MAP scores

1.2.2 Status Compared to Peer Schools Gordon Parks Elementary students will generate a higher MAP scores than **peer district schools** on a majority of the required assessments in the content areas of English Language Arts, Mathematics, and Science. Peer schools were selected based on the proximity of the schools to GPE and student demographics. The MSIP5 MAP Index aggregate scores for grades 3 and 4 as calculated for the School Supporting Data (APR) will be utilized for this accountability measure.

Measures	Metric		2013	2014	2015	2016	2017	2108	Benchmark	Target
Grade 3-4 ELA	MAP Index Scores as per MSIP 5 calculations	GPE	275.3	NA	346.7	332.4			Perform better than the KCPS peer schools on a majority ($\leq 50\%$) of the MAP performance indicators.	Perform better than the KCPS peer schools on $\leq 70\%$ of the performance indicators.
		King	266	237	198.8	215.6				
		Melcher	266	356	148.5	186.1				
Grade 3-4 Math		GPE	281.7	NA	299.8	327.0				
		King	284	250	195.1	189.7				
		Melcher	287	286	162.1	216.4				
2.1 Annual Comparison with KCPS	# and % of GPE indicators higher than the KCPS Peer Schools		3/6 50%	NA	2 /2 100%	2 /2 100%				
	Met or Not Met Benchmark / Target		Met BM	NA*	Met Target	Met Target				

*Due to the re-organization of the school in 2013, GPE did not have MAP scores in 2014.

Indicator 1.3 School Improvement Over Time (Progress)

1.3.1 Cohort Analysis

1.3.2 Progress Within APR

1.3.1 Cohort Analysis. GPE student cohorts groups will increase the MAP Index scores (indicative of positive changes in moving students from one performance level to the next) on MAP assessments in English Language Art and Math for grades 3 and 4. School Supporting Data from the APR will be utilized for this indicator.

1.3.1a Cohort Analysis: English Language Arts

Measures	Metric	2013	2014	2015	2016	2017	2018	Benchmark	Target
3.1.1 MAP Index (ELA) scores over two testing periods-	MAP Index ELA	Grade Level Student Cohorts						↓	↓
	Grade 3	A	B	C 346.7	D 326.5				
	Grade 4		A	B	C 339.2	D			
	Gain (+) Loss (-)	NA	NA					Positive gain	Positive gain 25 or more MPI.
	grade 3 to 4			A	B -7	C	D		
	Met / Not Met Benchmark / Target	NA	NA	NA*	NA				

*Due to the re-organization of the school in 2013, GPE did not have MAP scores in 2014.

*2015. No analysis possible with scores only for 3rd grade.

2016. NA, due to test revisions, statistical analysis between school years is not appropriate (DESE).

13.1b Cohort Analysis: Mathematics

Measures	Metric	2013	2014	2015	2016	2017	2018	Benchmark	Target
1.3.1b MAP Index (Math) scores over two testing periods-	MAP Index Math	Grade Level Student Cohorts						↓	↓
	Grade 3	A	B	C 299.8	D 310.8				
	Grade 4		A	B	C 344.3	D			
	Gain (+) Loss (-)	NA	NA					Positive gain	Positive gain of 25 or more MPI Points
	grade 3 to 4			A	C +44	C	D		
	Met / Not Met Benchmark / Target	NA	NA*	NA*	NA				

*Due to the re-organization of the school in 2013, GPE did not have MAP scores in 2014.

*2015. No analysis possible with scores only for 3rd grade.

2016. NA, due to tests revisions, statistical analysis between school years is not appropriate (DESE).

1.3.2 Progress within APR as a K-5 LEA, Gordon Parks will make improvement in those content areas falling below State expectations. GPE will earn “Progress” points for any content area from the previous year’s APR in which the school’s MPI scores fell within the Floor or Approaching levels. LEA Supporting Data for Standard 1, Academic Achievement, will be utilized for this indicator.

Note: Progress points are earned when MPI scores for a specific content area improve over time. Schools may earn up to 42 “Progress” points (12 each for ELA, Math, and Science, and 6 for Social Studies) on the APR for the LEA. As this indicator will assess only those content areas scoring at the Floor or Approaching levels the previous year, the total points possible may vary from year to year.

Measures	Metric	2013	2014	2015	2016	2017	2018	Benchmark	Target
1.3.2 Progress calculations for APR	MAP “Progress” points for content areas at the “Approaching” level or below on the previous APR.	ELA 0/12 Math 3/12 Sci 12/12	NA	NA	NA			Earn ≤ 50% of the possible APR “progress” points.	Earn 70% or more of the possible APR “progress” points
	Percentage of possible “progress” points (MSIP5-APR) in the designated content areas.	15/36 42% %	NA	NA	NA				
	Met or Not Met Benchmark / Target	Not Met	NA	NA	NA				

*Due to the re-organization of the school in 2013, GPE did not have MAP scores in 2014.

No APR calculated for GPE in 2015 or 2016. APR requires 3 years of data.

Indicator 1.4 Student Achievement Over Time (Growth)

1.4.1 Growth within APR

1.4.2. Annual Gain on Nationally Normed Assessment

1.4.1 Growth within APR GPE will earn “Growth” points as calculated for MSIP 5 Growth Measures within the school’s APR supporting data.

Note: By meeting (On Target) or exceeding (Exceed) growth expectations, GPE can earn up to 24 growth points (12 for ELA, 12 for Math). Growth points are earned when individual student achievement scores for MAP English Language Arts and Mathematics for Grades 4 through 5 improve at a statistically significant level from the previous year.

Measures	Metric		2013	2014	2015	2016	2017	Benchmark	Target
1.4.1 Growth calculations for APR as per MSIP 5.	Percentage of possible “growth” points (MSIP5-APR)		18/24 75%	NA	NA	NA		Earn ≤ 50% of the possible APR “growth” points.	Earn 70% or more of the possible APR “growth” points.
	Met or Not Met Benchmark / Target		Met Target	NA	NA	NA			

*Due to the re-organization of the school in 2013, GPE did not have MAP scores in 2014.

No APR in 2015 or 2016. APR requires 3 years of data.

1.4.2. Annual Gain on Nationally Normed Assessment. GPE students will achieve an average yearly gain of 1.25 on a Fall to Fall analysis of nationally normed assessments (STAR) in Mathematics and Reading for all grades taking the assessments. (Mathematics Grades 2 through 4; Reading Grades K through 4).

1.4.2a GPE students will achieve more than a year’s growth for each year of instruction in Reading (STAR). Students in grades K through 4 will be assessed in STAR Reading, generating a gain scored for grades 1 through 4.

Measures	Metric	2012 to 2013	2013 to 2014	2014 to 2015	2015 to 2016	2016 to 2017	2017 to 2018	Benchmark	Target
1.4.2a STAR assessment for Reading	Mean annual gain for grade level equivalent scores for all students grades 1 through 4-- Fall to Fall assessment.		1.48	.89	.95			1.0 mean annual gain	1.25 mean annual gain
	Met or Not Met Benchmark / Target	NA	Met Target	Not Met	Not Met				

1.4.2b. GPE students will achieve more than a year’s growth for each year of instruction in Mathematics (STAR). Students in grades 2 through 4 will be assessed in STAR mathematics, generating a gain scored for grades 3 through 4.

Measures	Metric	2012 to 2013	2013 to 2014	2014 to 2015	2015 to 2016	2016 to 2017	2017 to 2018	Benchmark	Target
1.4.2b STAR assessment for Mathematics	Mean annual gain for grade level equivalent scores for all students grades 3 through 4-- Fall to Fall assessment.		1.61	1.5	1.26			1.0 mean annual gain	1.25 mean annual gain

	Met or Not Met Benchmark / Target	NA	Met Target	Met Target	Met Target				
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Indicator 1.5 Student Engagement

1.5.1 Attendance

1.5.2 Retention

1.5.1 Attendance. Gordon Parks Elementary students will demonstrate an average daily attendance rate of 90% or higher. This performance indicator will utilize the District Attendance Rate as collected and reported by DESE’s Missouri Comprehensive Data.

Measures	Metric	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	Benchmark	Target
5.1 Student Attendance	Average Daily Attendance as per Core Data.	92.7	94.8	94.0	94.2		90%	94% (MO)
	Met or Not Met Benchmark / Target	Met Bench- mark	Met Target	Met Target	Met Target			

1.5.2 Retention. GPE students will maintain a Fall to Fall retention rate of 70% or more as a positive indicator that the school is a viable school of choice for its stakeholders.

Measures	Metric	2013	2014	2015	2016	2017	Benchmark	Target
5.2 Student Retention	% of students returning year to year, September Core Data count.		71%	73%	71%		70%	80%
	Met or Not Met Benchmark / Target	NA	Met Bench- mark	Met Bench- mark	Met Bench- mark			

2014. Due to the disruption of the school operations and the loss of students and instructional staff at the end of the 2012-2013 school year, a determination of this indicator would not be appropriate. **Not Applicable (NA)**

Attachment 11: 2018-2023 Gordon Parks Elementary School Academic Accountability Plan

A7. School Specific Goals and Objectives (Academic Accountability Plan)

The Academic Accountability Plan for **Gordon Parks Elementary School** presented on the following pages addresses academic performance tied to specific pupil performance standards, the state assessment program, and nationally normed achievement data. Five key academic indicators provide a framework for the collection of data and determination of academic accountability:

- Indicator 1.1: Annual Performance Report (APR)
- Indicator 1.2: School Achievement Levels (Status)
- Indicator 1.3: School Improvement over Time (Progress)
- Indicator 1.4: Student Achievement over Time (Growth)
- Indicator 1.5: Student Engagement

There are multiple indicators and sub-indicators within the Academic Accountability Plan. The performance indicators are accompanied by academic goals, baseline data, established benchmarks, targets, and reporting protocol.

Accountability:

For each noted academic performance indicator, a determination of *Met Benchmark*, *Met Target*, or *Not Met* will be made by UCM staff as part of the annual academic performance oversight process. There are 11 indicators and sub-indicators within this academic accountability plan for Gordon Parks Elementary School.

Any one (1) of the indicators earning a *Not Met* determination will be included in a subsequent school improvement plan, with specific steps for improvement, timeline, and re-assessment. Any *Not Met* determinations for that same indicator in subsequent years may result in the school being placed on probation, as per UCM charter school policies.

Additionally, should the school fail to meet the benchmarks on a majority of the noted (11) indicators and sub-indicators, the University will comply with section **160.405.8 (1)-(6)** of the charter school law which includes taking appropriate remedial action, probation, or consideration of revocation of the charter.

Indicator 1.3 School Improvement Over Time (Progress)

1.3.1 Cohort Analysis

1.3.2 Progress Within APR

1.3.1 Cohort Analysis. GPE student cohorts groups will increase the MAP Index scores (indicative of positive changes in moving students from one performance level to the next) on MAP assessments in English Language Art and Math for grades 3 and 4. School Supporting Data from the APR will be utilized for this indicator.

1.3.1a Cohort Analysis: English Language Arts

Measures	Metric	2018	2019	2020	2021	2022	2023	Benchmark	Target
3.1.1 MAP Index (ELA) scores over two testing periods-	MAP Index ELA	Grade Level Student Cohorts						↓	↓
	Grade 3	A	B	C	D 326.5				
	Grade 4		A	B	C	D			
	Gain (+) Loss (-)	NA	NA					Positive gain	Positive gain 25 or more MPI.
	grade 3 to 4			A	B	C	D		
	Met / Not Met Benchmark / Target								

1.3.1b Cohort Analysis: Mathematics

Measures	Metric	2018	2019	2020	2021	2022	2023	Benchmark	Target
1.3.1b MAP Index (Math) scores over two testing periods-	MAP Index Math	Grade Level Student Cohorts						↓	↓
	Grade 3	A	B	C	D				
	Grade 4		A	B	C	D			
	Gain (+) Loss (-)	NA	NA					Positive gain	Positive gain of 25 or more MPI Points
	grade 3 to 4			A	C	C	D		
	Met / Not Met Benchmark / Target								

1.3.2 Progress within APR as a K-5 LEA, Gordon Parks will make improvement in those content areas falling below State expectations. GPE will earn “Progress” points for any content area from the previous year’s APR in which the school’s MPI scores fell within the Floor or Approaching levels. LEA Supporting Data for Standard 1, Academic Achievement, will be utilized for this indicator.

Note: Progress points are earned when MPI scores for a specific content area improve over time. Schools may earn up to 24 “Progress” points (12 each for ELA and Math) on the APR for the LEA. As this indicator will assess only those content areas scoring at the Floor or Approaching levels the previous year, the total points possible may vary from year to year.

Measures	Metric	2013	2014	2015	2016	2017	2018	Benchmark	Target
1.3.2 Progress calculations for APR	MAP “Progress” points for content areas at the “Approaching” level or below on the previous APR.	ELA /12 Math /12						Earn ≤ 50% of the possible APR “progress” points.	Earn 70% or more of the possible APR “progress” points
	Percentage of possible “progress” points (MSIP5-APR) in the designated content areas.	/24							
	Met or Not Met Benchmark / Target								

Indicator 1.4 Student Achievement Over Time (Growth)

1.4.1 Growth within APR

1.4.2. Annual Gain on Nationally Normed Assessment

1.4.1 Growth within APR GPE will earn “Growth” points as calculated for MSIP 5 Growth Measures within the school’s APR supporting data.

Note: By meeting (On Target) or exceeding (Exceed) growth expectations, GPE can earn up to 24 growth points (12 for ELA, 12 for Math). Growth points are earned when individual student achievement scores for MAP English Language Arts and Mathematics for Grades 4 through 5 improve at a statistically significant level from the previous year.

Measures	Metric	2018	2019	2020	2021	2022	2023	Benchmark	Target
1.4.1 Growth calculations for APR as per MSIP 5.	Percentage of possible “growth” points (MSIP5-APR)	/24						Earn ≤ 50% of the possible APR “growth” points.	Earn 70% or more of the possible APR “growth” points.
	Met or Not Met Benchmark / Target								

1.4.2. Annual Gain on Nationally Normed Assessment. GPE students will achieve an average yearly gain of 1.25 on a Fall to Fall analysis of nationally normed assessments (STAR) in Mathematics and Reading for all grades taking the assessments. (Mathematics Grades 2 through 4; Reading Grades K through 4).

1.4.2a GPE students will achieve more than a year’s growth for each year of instruction in Reading (STAR). Students in grades K through 4 will be assessed in STAR Reading, generating a gain scored for grades 1 through 4.

Measures	Metric	2018 to 2019	2019 to 2020	2020 to 2021	2021 to 2022	2022 to 2023	2023 to 2024	Benchmark	Target
1.4.2a STAR assessment for Reading	Mean annual gain for grade level equivalent scores for all students grades 1 through 4-- Fall to Fall assessment.							1.0 mean annual gain	1.25 mean annual gain
	Met or Not Met Benchmark / Target								

1.4.2b. GPE students will achieve more than a year’s growth for each year of instruction in Mathematics (STAR). Students in grades 2 through 4 will be assessed in STAR mathematics, generating a gain scored for grades 3 through 4.

Measures	Metric	2018 to 2019	2019 to 2020	2020 to 2021	2021 to 2022	2022 to 2023	2023 to 2024	Benchmark	Target
1.4.2b STAR assessment for Mathematics	Mean annual gain for grade level equivalent scores for all students grades 3 through 4-- Fall to Fall assessment.							1.0 mean annual gain	1.25 mean annual gain
	Met or Not Met Benchmark / Target								

Indicator 1.5 Student Engagement

1.5.1 Attendance

1.5.2 Retention

1.5.1 Attendance. Gordon Parks Elementary students will demonstrate an average daily attendance rate of 90% or higher. This performance indicator will utilize the District Attendance Rate as collected and reported by DESE’s Missouri Comprehensive Data.

Measures	Metric	2017-2018	2018-2019	2019-2020	2020-2021	2022-2022	Benchmark	Target
5.1 Student Attendance	Average Daily Attendance as per Core Data.						90%	94% (MO)
	Met or Not Met Benchmark / Target							

1.5.2 Retention. GPE students will maintain a Fall to Fall retention rate of 70% or more as a positive indicator that the school is a viable school of choice for its stakeholders.

Measures	Metric	2018	2019	2020	2021	2022	Benchmark	Target
5.2 Student Retention	% of students returning year to year, September Core Data count.						70%	80%
	Met or Not Met Benchmark / Target							

Attachment 12: Gordon Parks Elementary School 5-Year Budget

Gordon Parks Elementary School Pro Forma						
Income Statement	SY 17-18	SY18-19	SY19-20	SY20-21	SY21-22	SY22-23
Account	Current	Future	Future	Future	Future	Future
Students	160	170	180	190	200	200
Revenue						
5100 · Local Revenue	1,225,000	1,090,000	1,100,000	1,100,000	1,100,000	1,100,000
5300 · State Revenue	1,681,000	1,805,000	1,890,000	1,975,000	2,065,000	2,080,000
5400 · Federal Revenue	329,000	335,000	340,000	345,000	350,000	352,000
Total Revenue	3,235,000	3,230,000	3,330,000	3,420,000	3,515,000	3,532,000
Operating Expense						
6100 · Salaries	1,729,000	1,763,580	1,800,000	1,836,000	1,873,000	1,910,000
6200 · Benefits	440,000	494,000	522,000	532,000	543,000	554,000
6300 · Purchased Services	850,000	750,000	770,000	790,000	810,000	830,000
6400 · Supplies and Materials	180,000	186,000	190,000	195,000	200,000	200,000
6600 · Debt Service	33,000	33,000	38,000	38,000	38,000	38,000
Total Operating Expense	3,232,000	3,226,580	3,320,000	3,391,000	3,464,000	3,532,000
Net Operating Income	3,000	3,420	10,000	29,000	51,000	-
Cash Position July 1	650,000	653,000	656,420	666,420	695,420	746,420
Cash Position June 30	653,000	656,420	666,420	695,420	746,420	746,420
Fund Balance %	20.2%	20.3%	20.1%	20.5%	21.5%	21.1%

Attachment 13a: Gordon Parks Elementary School Financial Operations Reviews

Gordon Parks Elementary School Financial Operations Review

Reviewers: Mike Ringen and Julie Brunner

Date: 2/21/17 and 2/28/17

7.1 Fiscal records are appropriately maintained.				
Indicators	Not Met	Partially Met	Met	Strengths /Recommendations
7.1.1 Financial reports are complete (no blank spaces for important information).			X	
7.1.2. Financial reports are comprehensible (understandable, user friendly, include dates).			X	
7.1.3. Financial records are organized by date and easily accessible.			X	
7.1.4. The school's personnel uses Missouri's Financial Accounting practices and stays current on changes.			X	
7.1.5. Separate records are kept for federal programs (If not a school-wide pool).			X	
7.1.6 Receipts/invoices are easily accessed. (Randomly checked at least 6)			X	Easily accessed and efficiently managed. There are good controls in place that include time-stamps and individual logins for approving and disapproving purchases.
7.2 The school operates in a fiscally sound and appropriate manner.				
Indicators	Not Met	Partially Met	Met	Strengths /Recommendations
7.2.1 The annual independent audit is available for review and is free of findings. (Findings local admin/state – transportation or attendance.)			X	12/12/16 Board approval. Bullet points noted in minutes recapping report. Clean audit.
7.2.2 Three to five year budget planning is complete with anticipated revenue and			X	Document of budget summary provided and discussed at board

expenditures. A five-year plan is available at the Charter's Renewal.				meeting for FY 15-16 through FY 19-20.
7.2.3 Unencumbered reserves as reported in the past audit meet or exceed 10% of the total expenditures for the same period.			X	18.18% as documented in the most recent ASBR
7.2.4 The school participates in the program.			X	
7.2.5 The school receives Medicaid funds.			X	
7.2.6 The school has adequate insurance coverage and it is reviewed annually. (10% of Budget)			X	Philadelphia Insurance has the umbrella. Accident Fund has the workers' comp. Also Gerber Playground Insurance They have cyber insurance. Annually fill in the audit. September renewal date.
7.2.7 There is a monthly financial review process where the check register is reviewed. If reviewed by the finance committee it must be reported in the monthly minutes. (Administration and Board Committee)			X	Finance Committee reviews the check register prior to the meeting. They provide a report to the board. There is a monthly vote to approve the check register.
7.2.8 The school participates in the Kansas City School District Retirement System. (Confirm with UCM Charter Office)			X	
7.3 Required fiscal reports and audits are completed appropriately and timely submitted.				
Indicators	Not Met	Partially Met	Met	Strengths /Recommendations
7.3.1 Financial reports to the Board are timely (within one month of actual deposits or expenditures).			X	Financial reports are provided by EdOps. Reports are complete, easily understood, and provide all the required data. They are in a format that can be easily accessed.

7.3.2 Financial reports include a balance sheet showing the net worth of the school at a single point in time (i.e., assets, liabilities).			X	
7.3.3 Financial reports include an Income and Expense Statement (may include income and expenses that have not cleared).			X	
7.3.4 Financial reports include a budget versus actual report that may include percent of budget available or consumed.			X	
7.3.5 Audit prepared by an independent company was sent to UCM and DESE and was published in a local paper. (copy of emails or copy of what was sent)			X	Published in The Call, week of Dec. 23-29, 2016 Uploaded to DESE Sent to UCM: 2/28/17
7.3.6 The audit was accepted by the Board (in minutes with related vote).			X	12/12/16
7.3.7 If audit exceptions were identified, they have been addressed. (This may be N/A)			N/A	
7.3.8 If ASBR report had exceptions from DESE they were corrected in a timely manner.			X	
7.4 School business and expenses are made free of conflict of interest and directed toward meeting the mission of the school.				
Indicators	Not Met	Partially Met	Met	Strengths /Recommendations
7.4.1 Written procedures/internal controls for the handling of charitable gifts and incoming monies are clear. (Procedures for mail, events, cafeteria, uniforms, etc.)			X	In policies
7.4.2 The Board has established a whistleblower			X	

policy and it is available to staff.				
7.4.3 Budget development is based on needs as defined by appropriate stakeholders.			X	Budget narratives provided to board in reports with opportunities for discussion. Examples are found in the April and May minutes. Each staff member has a budget.
7.4.4 Salary guidelines are available.			X	
7.4.5 The Board has thresholds for who must approve contracts of various dollar amounts.			X	
7.4.6 The Board has established a bidding process for expenditures over a predetermined amount.			X	3000.6 specifies \$10,000 requires 2 bids and \$25000 requires 3 bids.
7.4.7 Polices are in place that avoid nepotism in hiring and in the awarding of contracts.		X		There is language in Policy 4000.4 approved 8/10/15 outlining how relatives must be approved by the Board of Directors before being hired. Unable to locate contract language except for the conflict of interest information.



A Report to the Charter School Office of the University of Central Missouri Regarding



Charter School Finance Review



Submitted by LDR-AdmServices, LLC

Richard Carver, Senior Consultant

September 5, 2017

Gordon Parks Elementary School Charter School Finance Review

LDRAdmin Services, LLC

Objective

At the request of the University of Central Missouri Charter Schools office (UCM), LDR AdmServices (LDR) conducted a finance review of the Gordon Parks Elementary School (GPES). The purpose of this finance review is to provide UCM with an overview of GPES's financial operations and management to assist with the charter school renewal process.

Review

The following documentation was requested and received from GPES:

- FY 2013- 2016 Audited Financial Statements
- FY 2017- Unaudited Income Statement and Balance Sheet
- FY 2014-2017 Budgets (as approved by the Board)
- FY2013-2017 Board Minutes
- Finance Board Policies
- FY 2018 Budget and Revised Budget, including enrollment projections

The finance review focused on financial planning and performance, Board financial oversight, internal controls and regulatory compliance. Review of Board minutes confirmed that annual budgets were approved and amended (if needed), on a timely basis. The annual audits for the fiscal years ended June 30, 2013-2016 reflected unqualified opinions and no material audit findings except in FY 2014. An internal control deficiency was noted in the FY 2014 audit related to the lack of accounting expertise. The GPES Board hired EdOps in February 2014 to provide most of the accounting and reporting function beginning fully in FY 15.

Except for FY 13, each of the fiscal years has resulted in a surplus of revenues over expenditures (Schedule 1). The fund balance % (ending fund balance divided by expenditures) has increased in each of the last four years of school operations. The GPES fund balance % is relatively low compared to other Kansas City K-8 charter schools with enrollment below 500 students (Schedule 2). However, some of the peer group have unusually high fund balances, and the GPES unaudited fund balance of 19.92% at June 30, 2017 represents a solid fund balance. The FY 18 revised budget reflects a slight surplus for the year, and a slight increase in the fund balance % is projected as well. The cost per student is high compared to other Kansas City K-8 charter schools due to the GPES academic model.

Based on the Board minutes for the five fiscal years, it appears that the GPES Board of Directors exercises adequate financial oversight. A brief financial report and check register approvals are performed at every Board meeting. The financial reports are often preceded by comments by the Treasurer or an EdOps staff member. The Board generally approves contracts in accordance with Board policies. As noted above, the Board approves annual budgets and annual audits on a timely basis.

I met by phone with Paul Greenwood from EdOps to discuss GPES adherence to the finance policies established by the Board. He indicated that policies and procedures are being followed specifically dealing with cash receipts and disbursements and procurement. He also stated that all regulatory reports have been filed on a timely basis. I also met by phone with Dr. Bernard Franklin, GPES Board President, to discuss the recommendations noted below.

Schedule 1

Gordon Parks Elementary

Financial Review – FY13-FY17

	FY 17 (a)	FY 16 (b)	FY 15 (b)	FY 14 (b)	FY 13 (b)
Total Revenue	\$ 3,288,835	\$ 3,335,605	\$ 3,248,650	\$ 2,577,313	\$ 4,036,567
Total Expenditures	\$ 3,240,334	\$ 3,318,442	\$ 3,182,397	\$ 2,393,979	\$ 4,138,494
Transfers					
Surplus	\$ 48,501	\$ 17,163	\$ 66,253	\$ 183,334	\$ (101,927)
Fund Balance	\$ 645,557	\$ 597,056	\$ 579,893	\$ 513,640	\$ 330,306
Fund Balance % (Fund Balance/Expenditures)	19.92%	17.99%	18.22%	21.46%	7.98%
Enrollment (c)	169	173	126	80	240

- (a) Source- Unaudited Income Statement
- (b) Source- DESE Annual Secretary Of The Board Report (ASBR)
- (c) Source- DESE September Enrollment

Schedule 2

Gordon Parks Elementary School

Financial Review – Peer Comparison (a)

FY16 (b)	Gordon Parks Elementary	Benjamin Bannaker Acad.	Genesis School	Lee A. Tolbert Acad.	Scuolo Vita Nuovo	Crossroads Academy
Incidental Expenditures	\$ 1,690,059	\$ 2,809,923	\$ 2,735,370	\$ 4,053,413	\$ 925,880	\$ 2,182,672
Teachers Expenditures	\$ 1,594,716	\$ 1,895,816	\$ 1,528,539	\$ 2,491,894	\$ 1,534,355	\$ 2,501,454
Total Expenditures	\$ 3,284,775	\$ 4,705,739	\$ 4,263,909	\$ 6,545,307	\$ 2,460,235	\$ 4,684,126
Fund Balance	\$ 597,056	\$ 1,143,277	\$ 3,043,666	\$ 3,015,349	\$ 2,038,791	\$ 531,887
Fund Balance %	18.18%	24.30%	71.38%	46.07%	82.87%	11.36%
FY 16 Regular ADA (Avg. Daily Attendance)	142	327	265	466	192	356
Cost Per Student (Total Exp./ADA)	\$ 23,132.22	\$ 14,390.64	\$ 16,090.22	\$ 14,045.72	\$ 12,813.72	\$ 13,157.66

(a) Kansas City K-8 charter schools under 500 students

(b) Source- DESE Annual Secretary Of The Board Report and Weighted ADA Report

(c)

Recommendations

LDR recommends that the Board approve all contracts over \$25,000 to be more in line with generally accepted school finance policy. In addition, the Board should consider reflecting the length of term and dollar amount for approved contracts in the Board minutes. Also, the board policies dealing with finance issues should be updated to reflect the current staffing. For example, one of the policies references an accounting manager, which is a position that has been eliminated.

Conclusion

It appears that Gordon Parks has appropriate financial policies and procedures in place, Gordon Parks staff (with significant EdOps support) exercises good financial planning and management and the Gordon Parks Board provides sound financial oversight. The current donation level of 25-30% of total revenues is needed to maintain the current academic model with a solid fund balance.

Attachment 13b: Gordon Parks Elementary School Personnel and Payroll Review

Gordon Parks Elementary School Part 9: Personnel and Payroll Review

Reviewer: Doug Thomas

February 21, 2017

9. Personnel policies and procedures are appropriately conducted in a manner that promotes the recruitment and retention of an effective instructional staff.				
Indicators	Not Met	Partially Met	Met	Strengths /Recommendations
9.1 A Teacher Salary Schedule is in place or a process that uses experience and degrees, with consideration given to other charter schools' salary structures to determine salary.			X	A salary schedule is utilized for employment and compensation planning. Salary schedule and practices promote recruitment and retention. Salary schedule is currently frozen.
9.2 Yearly board approved contracts are provided.			X	Contracts are utilized by the school. Five teacher files were pulled and reviewed. All contained a board approved contract, and salary amounts aligned with the published salary schedule. GPE also provides extra duty contracts when additional duties are performed.
9.3 Classified/Support Staff Salary Schedules or a written letter of employment that includes salary and benefits is provided at time of employment.			X	GPE uses letter of employment to verify start dates and hour wage for support staff.
9.4 The school demonstrates proactive staff recruitment that promotes quality instruction.			X	School officials utilize MOREAP; University websites: KU, NWMSU, Rockhurst, UMKC, & UCM, and the GPE school web site. Administrator attends career fairs on regular basis.

9.5 At least 80% Position Code 60 educators are certified. All employees paid with federal funds are certified.			X	21 of 23 FTE instructional staff members hold certification from State of MO. 91%.
9.6 A master schedule is in place and available.			X	A master schedule was available. Elementary scheduled denoted when electives / specials were offered, as well as lunch periods.
9.7 Family Care Safety Registry reports and fingerprint Background Checks are complete, less than five years old, and kept on file.			X	Two board member files were reviewed, one new and one tenured board member. FCSR and criminal background checks were on file for both board members. Randomly selected employee folders contained contracts, background checks, FCSRs, certification, and transcripts. A drug test is also required of new employees and results are included within the personnel file. Files were organized and well maintained. The school is moving toward a totally electronic filing system.
9.8 Payroll summaries and personnel rosters were compatible.			X	All contracts amounts were listed on the payroll sheets. The amounts paid were aligned with listed contracted salaries.
9.9 Administrators have appropriate certifications for their roles.			X	All school administrators hold the appropriate administrator certification.
9.10 School retained instructional staff from the previous year. (85-100%=Met, 70-84%=Partially Met, <70%=Not Met)			X	Instructional staff for 2015-16 consisted of 22 educators. Of those, 2 did not return for 2016-17. This generated a one-year retention rate of 91%.
9.11 The school uses a teacher evaluation system based on the 7 Essential Principles of the Missouri Teacher Evaluation System			X	Newer teachers are evaluated twice a year, pending experience and past reviews. School leaders utilize a teacher evaluation process and instrument that has a modest local adjustment for implementation of DESE model. The essential

				principles are included within the process. Every staff member is evaluated annually.
9.12 Current and historic H. R. records are maintained in a secure location			X	Personnel information / files are maintained in a locked file in the office of the Director. Access is limited to school leaders. Files were readily accessible. Files were appropriate organized and maintained.

Summary

- Best practices regarding HR compliance and operations were evident. No concerns, no recommendations.
- Gordon Parks Elementary demonstrated an effective and well-managed system of human resources practices and information management. No concerns noted.
- GPE demonstrated an effective and appropriately documented system of payroll and benefits. No concerns noted.
- School officials were well prepared for the site visit. Very cooperative, organized, and helpful.

**Gordon Parks Elementary School
2016-2017 Annual Oversight Report
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Background and Purpose

According to charter school law RSMo. 160.405.6, “The sponsor and the governing board and staff of the charter school shall jointly review the school’s performance, management and operations” every year. The University of Central Missouri (UCM) Office of Charter Schools conducts annual oversight reviews for each of the charter schools sponsored by the university. (RSMo. 160.405.7) Site visits are conducted regularly to provide oversight in the school’s academic performance, school governance, financial operations, and the administration and operation of the school. Each school’s autonomy and its adherence to the mission and goals stated in the original charter are essential to the stability of the school.

The purpose of the Annual Oversight Report is two-fold. The first purpose is to provide the results of the oversight conducted throughout the year, as a progress report, for the Governing Board to compare the school’s academic achievement and overall school operations from year to year. The second purpose of the report is to provide the Governing Board with a tool in making instructional decisions based on annual data with specific and reliable recommendations.

The oversight process begins with staff members visiting schools and collaborating with school officials. Persons responsible for compiling and reviewing data included in the 2016-2017 Annual Oversight Report are: Lynne Beachner, Katrina Coggin, Mary Gage, Vici Hughes, and Doug Thomas. Additional consultants also assisted with reviews and are named on the reviews they conducted.

Following each site visit, a report of key findings and applicable recommendations was compiled. All reports were forwarded to school officials with the date of review and the name of the reviewer. Site visit reports presented to the school administrator are included in this report.

The Annual Oversight Report was prepared by a review team from the UCM Office of Charter Schools. The team re-examined the school’s Annual Oversight Report from the previous year, specifically looking at the recommendations, and reviewed all of the 2015-2016 site reviews included in this report. If any part of the Annual Oversight Report contains inaccurate data, the school lead administrator should contact the UCM Office of Charter Schools explaining the need for revision. The correction and any documentation from the school supporting the correction will be included in the Annual Oversight Report prior to sending the completed report to the Missouri Department of Elementary and Secondary Education.

Annual Oversight Review Summary

The summary provides an immediate evaluation of each part of the oversight report. The number of standards for each section is listed in parentheses. Standards describing performance expectations have been written for all areas and are assessed as: Met, Partially Met, or Not Met. If a standard is not applicable, a mark of NA will be listed.

Parts 1-4: Academic Performance

Results of the Accountability Plan found in the school's charter in Section A.7 or Section G, depending on the initial date of the charter's term, are summarized. The school's procedures for data collection and analyses are reviewed.

The 2016-2017 Curriculum review is a self-study of the school's curricula as a first step in the development of rigorous curricula based on research and will align with the school's goals and plans for increased academic performance. Continued assistance to curriculum development will be provided to the staff in 2017-2018.

Parts 5-6: School Governance

The monitoring plan in the school's charter is used to review the school's Governing Board operations and development and maintenance of board policies. Monitoring attendance at board training sessions will be a priority focus again in 2016-2017. It is each school's responsibility to keep track of the school board members' attendance at training sessions.

Part 7: Financial Operations

The monitoring plan in the school's charter is used to review the school's financial operations. Fiscal records, operations, and reports are reviewed.

Parts 8-12: School Administration and Operations

The monitoring plan in the school's charter is used to review the school's administrative procedures and operations. Site reviews document: facilities and safety procedures, personnel policies and procedures, required staff training, student enrollment and records, and special education requirements.

**2016-2017 University of Central Missouri
Annual Oversight Report Summary
Gordon Parks Elementary School**

Academic Performance	Not Met	Partially Met	Met
PART 1			
Academic Achievement			
1.1 The school meets or exceeds 50% of the MSIP 5 performance indicators. (APR) Due to the school's reorganization GP does not have the required 3 years of data.			N/A
1.2 Student Achievement over time – Status (4)			4
1.3 Student Achievement over time – Progress (0)			N/A
1.4 Student Achievement over time - Growth (2)	1		1
1.5 Student Engagement (2)		1	1
PART 2	Not Met	Partially Met	Met
Data Collection, Analysis, and Maintenance			
2.1 The school effectively collects, analyzes and stores data. (7)			7
Part 3	Not Met	Partially Met	Met
Curriculum			
3.1 Vertical Curriculum Continuity (6)		4	2
3.2 Horizontal Curriculum Continuity (8)		7	1
3.3 Instruction Based on Curriculum (10)		8	2
3.4 Curriculum Priority (4)	1	2	1
3.5 Positive Human Relations (6)		5	1
3.6 Theory-Into-Practice Approach (6)		4	2
3.7 Planned Change (3)		2	1
Part 4	Not Met	Partially Met	Met
Plans for Student Success			
4.1 Has plans available for review (6)	2	1	3

School Governance Part 5 Board Governance	Not Met	Partially Met	Met
5.1 The School Board operates legitimately and in the best interest of its students and mission. (8) Pending receipt of Bylaws 5.1.1 & 5.1.2	1	4	3
5.2 Meetings are regularly scheduled and appropriately conducted. (9)			9
5.3 Governance records and documentation are appropriately kept and maintained. (7)	1		6
5.4 School business is conducted in a transparent manner, free of conflict of interest, and models best practices regarding governance roles and responsibilities. (7)			7
Part 6 Board Policy	Not Met	Partially Met	Met
6. Appropriate Board Policies are developed, revised as needed and followed. (25)	1	2	22
Financial Operations Part 7 Financial Operations Review	Not Met	Partially Met	Met
7.1 Fiscal records are appropriately maintained. (6)			6
7.2 The school operates in a fiscally sound and appropriate manner. (8)		2	8
7.3 Required fiscal reports and audits are completed appropriately and timely submitted. (7)			7
7.4 School business and expenses, including personnel, are made free of conflict of interest and directed toward meeting the mission of the school. (7)		1	6
School Administration and Operations Part 8 Facility and Safety	Not Met	Partially Met	Met
8.1 Proper planning and inspections are in place to insure long-term safety and functionality. (5)			6
8.2 The interior of the building is clean, properly maintained and designed in an effort to support the instructional process. (15)			15
8.3 The exterior of the building is easily recognizable, free of clutter and properly maintained in an effort to promote safety for students and the community. (8)			8
8.4 Procedures are in place to insure safety. (12)			12

Part 9 Personnel and Payroll	Not Met	Partially Met	Met
9. Personnel policies and procedures are appropriately conducted in a manner that promotes the recruitment and retention of an effective instructional staff. (11)			11
Part 10 Required Training and Drills	Not Met	Partially Met	Met
10. Students and/or staff participate in appropriate drills and training. (11)			11
Part 11 Student Enrollment and Records	Not Met	Partially Met	Met
11. Student enrollment procedures and recording keeping are appropriately conducted and maintained. (19)	1	3	16
Part 12 Special Education	Not Met	Partially Met	Met
12.1 Initial File Review (12)			12
12.2 Reevaluation File Review (7)			7
12.3 Individual Education Plan (IEP) (16)			16
12.4 Transfer File Review (6)			6
12.5 Transition (9) Gordon Parks has no students enrolled who are age 16 or older.			N/A
12.6 Discipline (3) No student with an IEP was suspended in excess of 10 consecutive or 10 cumulative days.			N/A

Gordon Parks Elementary School
Academic Performance
Part 1: Academic Achievement Review
Reviewer: Doug Thomas
Date: November 16, 2016

PART 1				
Section 1: Annual Performance Report (APR)	Not Met	Partially Met	Met	
1.1 The school meets MSIP 5 performance indicators (APR)			N/A	GPE does not have the needed 3 years of data required for the academic components of the APR. DESE did not publish an APR for GPE.
Section 2: Student Achievement Levels Over Time - Status	Not Met	Partially Met	Met	
1.2.1 Students will generate a higher MAP Index score than the KCPS on a majority of the required assessments.			X	GPE 3 rd & 4 th grade students significantly outperformed the KCPS 3 rd & 4 th grade students on both the ELA and Math MAP assessments.
1.2.2 Students will generate a higher MAP Index score than KCPS peer schools on a majority of the required assessments.			X	GPE 3 rd & 4 th grade students significantly outperformed the KCPS 3 rd grade students at both of the peer schools (Melcher and King) on both the ELA and Math MAP assessments.
1.2.3a Students will show proficiency in MAP ELA .			X	19 of 37 students (51%) taking the MAP scored proficient or advanced on the ELA assessment.
1.2.3b Students will show proficiency in MAP Mathematics .			X	17 of 37 students (46%) taking the MAP scored proficient or advanced on the Math assessment.
1.2.3c Students will show proficiency in MAP Science .			N/A	No MAP data. Science is assessed in 5 th grade.
1.2.3d Students will show proficiency in MAP Social Studies .			N/A	No MAP data.

1.2.4 Students met benchmark on in-house measures of achievement as per contract goals.			N/A	No additional in-house status measures are included in the Gordon Parks contract.
Section 3: School Improvement Over Time - Progress	Not Met	Partially Met	Met	
1.3.1a Student cohort groups will increase the MAP Index scores in ELA			N/A	Statistical comparisons of grade level data are not appropriate due to revised tests.
1.3.1b Student cohort groups will increase the MAP Index scores in Math			N/A	Statistical comparisons of grade level data are not appropriate due to revised tests.
1.3.2 Students will generate “Progress Points” within the building APR calculations.			N/A	No APR calculations for 2016. (See Section 1)
Section 4: Student Achievement Over Time - Growth	Not Met	Partially Met	Met	
1.4.1 School will earn “Growth” points as calculated for MSIP 5 APR.			N/A	No APR calculations. Three years of MAP scores are required for APR calculations. (See Section 1)
1.4.2a Students will improve in ELA as measured by nationally normed assessment.	X			STAR Reading Fall to Fall average gain was .95. This fell just short of the 1.0 benchmark.
1.4.2b Students will improve in Math as measured by nationally normed assessment.			X	STAR Math average gain was 1.26 years of growth for one year of instruction, meeting the Target goal of 1.25.
Section 5: Student Engagement	Not Met	Partially Met	Met	
1.5.1 Students will meet established attendance goals.			X	ADA was 94.2%, achieving Target goal of 94%.
1.5.2 School will meet established retention goals.		X		GPE retained 71% of its 2015 students, reaching its benchmark goal of 70%, but short of its Target goal of 80%

1.5.3 School will meet established Graduation Rate			N/A	NA for elementary schools.
1.5.4 School will meet established goals for post-secondary indicators.			N/A	NA for elementary schools.

Gordon Parks Elementary School
Academic Performance
Part 2: Data Collection, Analysis, and Maintenance Review
Reviewer: Doug Thomas
November 16, 2016

2. 1. The School has effectively and systematically gathered student achievement data applicable to the academic performance indicators outlined in the agreement.

2.1 Criteria	Status	Comments / Notes
2.1.1 Are the data appropriately disaggregated and analyzed to determine the degree the school has achieved the academic performance indicators outlined in the charter agreement?	Met	<ul style="list-style-type: none"> • MAP, STAR, and Fountas &Pinnell achievement data were available. • Attendance data and tracking data were available. • Fall to Fall achievement data and analysis were available. • Retention baseline data were available
2.1.2. What longitudinal data are being collected, analyzed, and maintained?	Met	<ul style="list-style-type: none"> • MAP, STAR, student retention, attendance. • Fountas &Pinnell achievement data added. • Completed parental and stakeholder surveys.
2.1.3. Provide evidence that cohort and student specific data are being collected, analyzed, and maintained.	Met	<ul style="list-style-type: none"> • GPE has developed and implemented effective data driven school improvement processes. • Data Dashboard provides applicable and pertinent information for the instructional and support services. . • Teachers are provided with student specific MAP and Star (4 times). Teachers meet regularly to review and assess student specific data. • MAP interims (Star Reading) were utilized to established predictors for upcoming MAP. Data consultant is utilized to assist teachers in establish predictive.

<p>2.1.4. Provide evidence that academic performance data and results are presented in a straightforward and logical manner.</p>	<p>Met</p>	<ul style="list-style-type: none"> • Student specific data were tallied, charted, and posted in the teacher work room. • Ongoing data analysis was clearly evident. • Color coded format makes the data readily useful for stakeholders. • Team efforts are primarily focused on the need to assist students with identified needs or deficiencies.
<p>2.1.5. Describe the process that performance data are shared with staff.</p>	<p>Met</p>	<ul style="list-style-type: none"> • Data applicable to specific academic goals are collected and reviewed by teachers and staff. • Data is charted on an ongoing basis. Student performance/progress drives the data collection processes at the school. • PD plan is also directly tied to the data analysis. • Data and school improvement initiatives are presented and discussed with grade level teams. • Data item is used within the evaluation process for teachers.
<p>2.1.6. What curriculum or instructional revisions have been made over the past year due to the school's performance data?</p>	<p>Met</p>	<ul style="list-style-type: none"> • Instructional staff members meet regularly to discuss and analyze data. • Ongoing curriculum revisions and re-teaching are supported by effective data collection and analysis. • Pacing guides have been developed. • Common Core assessments have been created. • Small group instruction is driven by the ongoing data collection and analysis. • Added 3rd grade teacher. • New staff members are taking part in mentoring program. • “Responsive classroom initiative”—school wide positive behavior support. • CARE team.

<p>2.1.7. Provide evidence the data are collected and maintained as institutional data for the school.</p> <ul style="list-style-type: none"> a. Data collection and analysis are components of a board approved position with written job description. b. Data collection is maintained on an institutional computer with appropriate backup and security components in place c. Data analyses are regularly submitted to and reviewed by the governing board 	<p>Met</p>	<ul style="list-style-type: none"> • Administrative and board support for the role of data analysis and utilization is clearly evident. • Curriculum coordinator is responsible for organizing the data processes. • Student achievement and engagement data are regularly shared with the board. • Data collection and utilization are key aspects of the Instructional coach, curriculum coordinator, and principal’s job descriptions and functions.
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Summary:

- No concerns.
- The academic accountability review provided evidence of data driven school improvement processes with positive student results. GPE’s MAP Index scores were all in the lower to mid-300 range, an indicator of academic effectiveness.
- Gordon Parks Elementary is to be commended on an excellent data driven educational program. School officials have implemented effective data-driven school improvement processes. The school has devoted time, personnel, and processes to the appropriate collection and utilization of achievement data to support and drive its academic program.

**Gordon Parks Elementary School
Academic Performance
Part 3: Curriculum Review**

3.1 Vertical Curriculum Continuity				
Indicators	Not Met	Partially Met	Met	Strengths /Recommendations
3.1.1 Curriculum Housing			X	
3.1.2 Curriculum Map		X		
3.1.3 Vertical Articulation		X		
3.1.4 Curriculum Overlap and Gaps		X		
3.1.5 Missouri Learning Standards			X	
3.1.6 Unpacking Standards		X		
Evidence: Pacing Guides				
Explanation of High and Low Scores: Pacing Guides and Scopes and Sequences are located in the grade level folders in the Google Drive. Pacing guides are aligned to the Missouri Learning Standards. Some teachers, mostly our more experienced teachers, can unpack state standards, but not all of our teachers are proficient at this yet. All of our teams have identified priority standards, but some are inconsistent in their use and articulation of these standards.				
3.2 Horizontal Curriculum Continuity				
Indicators	Not Met	Partially Met	Met	Strengths /Recommendations
3.2.1 Curriculum Appropriateness			X	
3.2.2 Alignment of Curriculum, Assessment and Pedagogy		X		
3.2.3 Depth of Knowledge		X		
3.2.4 Lesson Objectives (I Can Statements)		X		
3.2.5 Student Skills		X		
3.2.6 Rigor of Assessments		X		
3.2.7 Use of Data		X		

3.2.8 Cross-Curricular Components		X		
Evidence: CFAs, Unit Plans				
<p>Explanation of High and Low Scores: For the most part, we are just really progressing in this area. We have pocket of teachers and teams that would be more in the proficient side, but overall, we are still progressing. Our teachers have a lot of data, and access to the data, and while it is somewhat used to drive instruction, that is not always the case for all of the students in all of the classes. We have done a lot of work with Responsive Classroom around their domain of Developmental Responsiveness. Teachers use the guidelines found in the book Yardsticks to help determine groupings, pace of lessons, and structures.</p>				
3.3 Instruction Based on Curriculum				
Indicators	Not Met	Partially Met	Met	Strengths /Recommendations
3.3.1 Lesson Planning		X		
3.3.2 Lesson Structure		X		
3.3.3 Lesson Alignment to Skills and/or Standards			X	
3.3.4 Demonstrations of Learning (DOLs)		X		
3.3.5 Quality of Learning Experiences		X		
3.3.6 Activities and Materials		X		
3.3.7 Differentiation		X		
3.3.8 Cultural Awareness		X		
3.3.9 Instructional Grouping			X	
3.3.10 Technology Integration		X		
Evidence: Lesson and Unit Plans				
<p>Explanation of High and Low Scores: All teachers are teaching lessons that are aligned to Missouri Learning Standards. Teachers can articulate the standard they are teaching. Our two teacher, co-teaching model allows for varied instructional structures. Most classrooms teach using one of the research-based co-teaching models of team teaching.</p> <p>We are still working on, and is actually one of our goals for the 2017-2018 school year to look at more engaging ways for students to show their learning. We are also looking at being more effective in accessing our students' "meaning network" to discover what is meaningful to them. Our technology is not fantastic because of Wi-Fi and internet capabilities. This limits what our students can do with technology.</p>				

3.4 Curriculum Priority				
Indicators	Not Met	Partially Met	Met	Strengths /Recommendations
3.4.1 Providing Resources		X		
3.4.2 Resource Training			X	
3.4.3 Budget Allocation for Instructional Resources	X			
3.4.4 Curriculum Development		X		
Evidence: Team Growth Meeting Training Agendas, Curriculum Plan				
Explanation of High and Low Scores: Teachers have been trained with follow-up training available for all curricular resources, outside trainers are brought in as necessary. We have a curriculum plan that is followed, but it is mostly administration that evaluates the resources with some teacher input.				
We do not have a consistent, scheduled line item in the budget.				
3.5 Positive Human Relations				
Indicators	Not Met	Partially Met	Met	Strengths /Recommendations
3.5.1 Internal Feedback to Staff		X		
3.5.2 Stakeholder Engagement		X		
3.5.3 Staff Collaboration		X		
3.5.4 Staff Collaboration Expectations		X		
3.5.5 School Professional Development Plans			X	
3.5.6 Teacher Professional Development Plans		X		
Evidence: Professional Development Plan, Team Growth Meeting Agendas				
Explanation of High and Low Scores: Our systems are improving, but there is still a lot of room for improvement. The administration sets expectations, but we need to improve our feedback schedule and follow-up with teams.				
Our professional development plan is reviewed and updated yearly. We also have an ongoing PD calendar that is updated weekly based on needs of staff and observations.				

3.6 Theory-Into-Practice Approach				
Indicators	Not Met	Partially Met	Met	Strengths /Recommendations
3.6.1 High Expectations		X		
3.6.2 Priority Standards		X		
3.6.3 Assessment Production			X	
3.6.4 Data-Driven Decision Making			X	
3.6.5 Post-Secondary Connections		X		
3.6.6 Community Connections		X		
Evidence: Data Sheets, Data Team Documents, Units				
Explanation of High and Low Scores: We have ongoing, scheduled data teams for each school-wide and CFA assessment that is given. This process works really well, but we would like to see teachers start to do more of this on their own. We have a lot of informal, career and college conversations and field trips with students- especially in 4th grade. This could be more intentional and a more formal process.				
3.7 Planned Change				
Indicators	Not Met	Partially Met	Met	Strengths /Recommendations
3.7.1 School/LEA Improvement Plan or Action Plan with Goals		X		
3.7.2 Reflective Practices and Professional Growth			X	
3.7.3 Alignment Across LEA			N/A	
3.7.4 Monitoring of Curriculum at Site Level		X		
Evidence: Curriculum feedback forms, PD calendar				
Explanation of High and Low Scores: We use multiple measures to determine PD for staff- classroom observations from administration and consultants, staff conversations, 5Es survey results, CARE Team conversations and observations. While we have a SIP, it needs to be an ongoing document, not just something that is done one time and not really used. Our instructional teams typically monitor and evaluate curriculum at the end of the year, with some teams meeting and evaluating quarterly.				

Gordon Parks Elementary School
Academic Achievement
Part 4: Plans for Student Success Review
Reviewer: January 27, 2017

Planning for Student Success	Not Met	Partially Met	Met	* School has a workable plan
4.1 Strategic / CSIP Plan			X	Hope Leadership does not have a strategic plan but they have an academic plan through DESE.
4.2 Professional Development		X		There is not a written professional development plan but administration was able to verbalize their focus for the year.
4.3 Technology Plan	X			
4.4 Title Plan(s)			X	
4.5 Facilities Maintenance Plan	X			
4.6 Assessment Plan			X	Calendar of assessments and data teams follow up with the data received.

**Gordon Parks Elementary School
School Governance
Part 5: Board Governance Review
Reviewers: Mike Ringen, Julie Brunner
Date: February 21 and 28, 2017**

5.1 The School Board operates legitimately and in the best interest of its students and mission.				
Indicators	Not Met	Partially Met	Met	Strengths /Recommendations
5.1.1 Throughout the year Board composition meets all requirements of its bylaws and appropriate state regulations regarding governance. (Proactive recruiting) (Board Minutes Attendance)		X		During the 2015-16 review, bylaws were not available and were identified as pending and due to be reviewed and revised by the attorney and board. At the current 2016-17 review, the bylaws have been returned by the attorney but have not yet been approved by the board. The new board president and new school leadership has identified this as a priority for their future work. Article of Amendment for Article X was completed and available for review.
5.1.2 The proper number of members are on the Board as noted in the By-Laws/ policies/ contract with the University of Central Missouri.		X		Currently 8 board members. Bylaws unavailable. See 5.1.1.
5.1.3 The Board participates in long range strategic planning and there is a process in place for plans to be evaluated yearly (i.e., student performance, facility, growth, budget, school improvement, etc.). (Review student, teacher and parent surveys, Board minutes on strategic planning...)		X		The School Improvement Plan is currently being used as the strategic plan. This was an agenda item on the February 11 board retreat and was discussed at the February 13 board meeting. Revisions and expansion of plan is being developed, however the plan is to use SIP as the foundation document. Care will need to be taken in order to develop a true, comprehensive, strategic plan that contains the required components.

5.1.4 The school is in material compliance with applicable law (IDEA, NCLB, SPED, Title I, Title VI, FERPA, etc.). (Policies in place, no DESE investigations, any letters stating noncompliance, etc.)			X	No complaints Mr. Palmer reports SPED report came back fully compliant.
5.1.5 There is a practice in place for Board member induction and continuous training. (16 hours first year, 4 hour per year all others - agendas/ procedures from induction sessions)	X			No documentation of board training, either within the individual school setting or attendance at outside training sessions was provided. They are promoting the spring training opportunities.
5.1.6 Board actively seeks and includes parental and community involvement in its governance according to charter (Parent representation on Board, have input into strategic planning, PTO, etc.) (Board Agenda/Minutes - Open Forum)			X	A new board member joined last month and she has a background in parent engagement. They have a parent organization that started in January and that has had 2 meetings. The parent group will review the parent plans in April for parent compliance and will provide feedback. They do a parent survey every April. They seek to improve the participation rate of parents. They have a neighborhood resident on the board that represents the community.
5.1.7 Attendance at Board Meetings (July 1 – June 30) never falls below 75%.		X		
5.1.8 School Board members' Family Care Safety Registry reports and Background Checks are complete and kept on file.			X	
5.2 Meetings are regularly scheduled and appropriately conducted.				
Indicators	Not Met	Partially Met	Met	Strengths /Recommendations
5.2.1 There are at least 10 regular meetings of the Board.			X	
5.2.2 Board meeting are posted in sufficient time and include a tentative agenda.			X	

5.2.3 The president of the Board and the Executive are both involved in Board meeting planning.			X	They meet twice a month to collaborate on agenda items. They also work together electronically.
5.2.4 Minutes include a record of Board members attending and those absent.			X	
5.2.5 Action is taken with motions, seconds and votes.			X	Open session votes taken as roll call votes as requested by the board
5.2.6 There is a roll-call vote to enter a closed session.			X	Several meetings in previous months were documented as entering closed session without a roll call vote. However, this has been corrected and the minutes show that votes to enter closed session were done correctly. Conversations with school personnel indicate that this practice will continue.
5.2.7 Confidential minutes are developed for closed sessions and securely maintained.			X	Name of person maintaining closed session minutes: Board member takes minutes and Kirsten Lipari-Braman transcribes them and enters them into Lumen. Location of stored minutes: Secure area online in Lumen and also in binder in secure area of Chief Education Officer's office.
5.2.8 Business is conducted in compliance with Missouri open meeting laws.			X	11/14/16 minutes stated that the meeting was to start at 5:00. At 5:05 a quorum was not present but the rest of the minutes continued with the regular meeting. The board secretary explained that a member arrived at 5:07. Recommendation: Revise minutes to include entrance of board member which then constituted a quorum for the rest of the meeting.
5.2.9 A quorum is present for all Board Meetings. (No meeting was cancelled for lack of a quorum.)			X	

5.3 Governance records and documentation are appropriately kept and maintained.				
Indicators	Not Met	Partially Met	Met	Strengths /Recommendations
5.3.1 Board minutes are available to the public upon request.			X	
5.3.2 Board minutes are properly maintained (Kept in one place, one person oversees, easily accessible, etc.).			X	
5.3.3 Board minutes are current.			X	
5.3.4 Board minutes are complete.			X	
5.3.5 The Notice of Meeting is included in the documentation of monthly meeting.			X	
5.3.6 Governance records are developed and maintained by staff or consultants – not Board members.			X	
5.3.7 Deficient findings from last years' UCM review have been corrected. Board Member Training	X			From 2016: Bylaws were not available for review in 2016. They were at the attorney's for revision. They have not yet been formally approved but are in the approval process at this time. Strategic plan in process but incomplete in 2016. Board training incomplete in 2016.
5.4 School business is conducted in a transparent manner, free of conflict of interest, and models best practices regarding governance roles and responsibilities.				
Indicators	Not Met	Partially Met	Met	Strengths /Recommendations
5.4.1 There are indications that the Board knows and sustains the difference between administration (management of the school) and governance (policy, outcome setting, monitoring outcomes, evaluation of the top executive, etc.)			X	Unanimous votes at board meetings. Appropriate reports provided at meetings. Minutes do not indicate any conflicts. Agenda topics indicate appropriate direction of the board. The top executive is generally evaluated in January.

5.4.2 Decision-making is free of conflicts of interest and decision makers act in the best interest of the children in the school. (Policy, awarding of contracts...)			X	No documentation to indicate otherwise. No issues found to indicate potential problems.
5.4.3 Finance reports are included on the regular agenda.			X	EdOps, a financial services company, directs financial operations.
5.4.4 The annual audit is reviewed by the Board, accepted by motion and recorded in Board minutes.			X	12/12/16
5.4.5 The Board minutes reflect approval of an annual budget.			X	5/9/16
5.4.6 The Board is aware of school staffing and staff salaries.			X	Staffing needs, new hires, discussions about how to best meet instructional priorities are included in board minutes.
5.4.7 There is some type of appropriate Board oversight on payment of the bills.			X	

Gordon Parks Elementary School
School Governance
Part 6: Board Policy Review
Reviewers: Mike Ringen, Julie Brunner
Date: 2/21/17 and 2/28/17

6. Appropriate Board Policies are developed, revised as needed and followed.				
Indicators	Not Met	Partially Met	Met	Strengths /Recommendations
6.1 Required state, federal, and contractual, policies are approved, on file, available for review.		X		Nepotism policy for purchasing is pending. There is language in Policy 4000.4 approved 8/10/15 outlining how relatives must be approved by the Board of Directors before being hired. The policies are in binders available for public review.
6.2 There is a written procedure/policy for Board member recruitment. (Could be in bylaws.)			X	Executive Policies. 0000.9 Guidelines for Board Selection
6.3 Board approved job descriptions are in place for all positions listed on the organizational chart.			X	Job descriptions are all located in 4000.7 in the policies
6.4 The term of office for Board members is clearly defined in bylaws or policy.			X	Policy 0.11 specifies term limits – a maximum of 6 consecutive years.
6.5 All policy deficits from last year have been reviewed and voted on by the Board.		X		Nepotism policy was pending in 2016 and is still pending. There is language in Policy 4000.4 approved 8/10/15 outlining how relatives must be approved by the Board of Directors before being hired.
6.6 Any required policies related to changes in statues have been identified and voted on by the Board. List of required policies from 2016-2017 MO statute revisions: Dyslexia Screening, Cardiopulmonary Resuscitation Instruction, English Language Learners, Program for Homeless Students,			X	Dyslexia guidelines have not yet been established. CPR is only required for high schools. ELL policy 2000.17 Homeless policy 2000.16 – approved October, 2015 and it is also on the agenda for a meeting this spring.

LEA and School Title 1.A Parent Involvement. Suggested policy: Age Criteria for Kindergarten Admission				
6.7 There is a written process/policy in place for an annual review of policies by administration/board. (Suggested)			X	0000.21
6.8.1 A policy exists for discrimination and harassment. (Required by MO statutes.)			X	4000.18b and 4000.19 deal with staff harassment and reporting. 2000.7 is about student harassment. 2000.26 is about student non-discrimination.
6.8.2 A policy exists for school board duties. (Could be listed in bylaws.) (Required by UCM)			X	Executive policies
6.8.3 A policy exists for superintendent evaluations. (Required by UCM)			X	Executive policies. It does not specify the frequency of the evaluation. This is routinely done in January.
6.8.4 A policy exists for annual budget approval. (Required by MO statutes)			X	Fiscal and Finance 0000 and under executive committee – by the end of March.
6.8.5 A policy exists for bidding and purchasing procedures. (Required by MO statutes)			X	2 bids are required for purchases between \$10,000 and \$25,000. Three bids are required for purchases \$25,000 and above. Policy 3000.6 deals with bidding and 3000.7 deals with procurement.
6.8.6 A policy exists for student safety and safety plans. (Required by MO statutes)			X	The September 12, 2016 board minutes include a report on Safe Schools Training. An officer will be on campus three times this year for training. Policies in the 5000s specify various safety practices, including 5000.6 for a bomb threat and 5000.9 for a crisis.
6.8.7 A policy exists for instructional plans. (Required by MO statutes)			X	Policies 6000.1 – 6000.10

6.8.8 A policy exists for academic calendar. (Required by MO statutes)	X			They will be working on this.
6.8.9 A policy exists for student discipline. (Required by MO statutes)			X	2000.18 (student discipline) and 2000.19 (discipline for students with disabilities)
6.8.10 A policy exists for student enrollment/lottery procedures. (Suggested)			X	2000.1 Admissions and Enrollment 2000.2 Admissions Process
6.8.11 A policy exists for public right to know procedures. (Suggested)			X	Student Records – Policy 2000.21 Right to Inspect Student Records – Policy 2000.13 Access to Student Records – Policy 2000.8
6.8.12 A policy exists for custodial/non-custodial parents. (Suggested)			X	This is in the enrollment packet. The parent enrolling the child lists who can pick the child up and provides information about any parenting plans, restraining/protection orders, etc. The enrollment form is available in Spanish or English.
6.8.13 A policy exists for whistleblowers. (Required by UCM)			X	Policy 3000.3
6.8.14 A policy exists for thresholds for board approval on expenditures. (Required by MO statutes)			X	Procurement policy - \$10,000 to \$150,000 2 quotes, and over \$150,000 3 quotes 3000.7 and 3000.6
6.8.15 A policy exists for hiring and recruitment procedures. (Required by MO statutes)			X	Approved 8/10/15 4000.5 Hiring Procedures (includes posting) 4000.6 Hiring of employees who report to the principal
6.8.16 A policy exists for terminations and appeals. (Suggested)			X	4000.20 – Termination Policy 4000.21 – Separation Agreement Policy
6.8.17 A policy exists for compliance with the MO Sunshine Law. (Could be in bylaws) (Required by MO statutes)			X	0000.17 – includes reasonable fees for reproducing records.
6.8.18 A policy exists for board member Conflict of Interest. (Required by MO statutes)			X	Policy 0000.15

Gordon Parks Elementary School
Financial Operations
Part 7: Financial Operations Review
Reviewers: Mike Ringen, Julie Brunner
Date: 2/21/17 and 2/28/17

7.1 Fiscal records are appropriately maintained.				
Indicators	Not Met	Partially Met	Met	Strengths /Recommendations
7.1.1 Financial reports are complete (no blank spaces for important information).			X	
7.1.2. Financial reports are comprehensible (understandable, user friendly, include dates).			X	
7.1.3. Financial records are organized by date and easily accessible.			X	
7.1.4. The school’s personnel uses Missouri’s Financial Accounting practices and stays current on changes.			X	
7.1.5. Separate records are kept for federal programs (If not a school-wide pool).			X	
7.1.6 Receipts/invoices are easily accessed. (Randomly checked at least 6)			X	Easily accessed and efficiently managed. There are good controls in place that include time-stamps and individual logins for approving and disapproving purchases.
7.2 The school operates in a fiscally sound and appropriate manner.				
Indicators	Not Met	Partially Met	Met	Strengths /Recommendations
7.2.1 The annual independent audit is available for review and is free of findings. (Findings local admin/state – transportation or attendance.)			X	12/12/16 Board approval. Bullet points noted in minutes recapping report. Clean audit.
7.2.2 Three to five year budget planning is complete with anticipated revenue and expenditures. A five-year plan is available at the Charter’s Renewal.			X	Document of budget summary provided and discussed at board meeting for FY 15-16 through FY 19-20.

7.2.3 Unencumbered reserves as reported in the past audit meet or exceed 10% of the total expenditures for the same period.			X	18.18% as documented in the most recent ASBR
7.2.4 The school participates in the program.			X	
7.2.5 The school receives Medicaid funds.			X	
7.2.6 The school has adequate insurance coverage and it is reviewed annually. (10% of Budget)			X	Philadelphia Insurance has the umbrella. Accident Fund has the workers' comp. Also Gerber Playground Insurance They have cyber insurance. Annually fill in the audit. September renewal date.
7.2.7 There is a monthly financial review process where the check register is reviewed. If reviewed by the finance committee it must be reported in the monthly minutes. (Administration and Board Committee)			X	Finance Committee reviews the check register prior to the meeting. They provide a report to the board. There is a monthly vote to approve the check register.
7.2.8 The school participates in the Kansas City School District Retirement System. (Confirm with UCM Charter Office)			X	
7.3 Required fiscal reports and audits are completed appropriately and timely submitted.				
Indicators	Not Met	Partially Met	Met	Strengths /Recommendations
7.3.1 Financial reports to the Board are timely (within one month of actual deposits or expenditures).			X	Financial reports are provided by EdOps. Reports are complete, easily understood, and provide all the required data. They are in a format that can be easily accessed.
7.3.2 Financial reports include a balance sheet showing the net worth of the school at a single point in time (i.e., assets, liabilities).			X	

7.3.3 Financial reports include an Income and Expense Statement (may include income and expenses that have not cleared).			X	
7.3.4 Financial reports include a budget versus actual report that may include percent of budget available or consumed.			X	
7.3.5 Audit prepared by an independent company was sent to UCM and DESE and was published in a local paper. (copy of emails or copy of what was sent)			X	Published in The Call, week of Dec. 23-29, 2016 Uploaded to DESE Sent to UCM: 2/28/17
7.3.6 The audit was accepted by the Board (in minutes with related vote).			X	12/12/16
7.3.7 If audit exceptions were identified, they have been addressed. (This may be N/A)			N/A	
7.3.8 If ASBR report had exceptions from DESE they were corrected in a timely manner.			X	
7.4 School business and expenses are made free of conflict of interest and directed toward meeting the mission of the school.				
Indicators	Not Met	Partially Met	Met	Strengths /Recommendations
7.4.1 Written procedures/internal controls for the handling of charitable gifts and incoming monies are clear. (Procedures for mail, events, cafeteria, uniforms, etc.)			X	In policies
7.4.2 The Board has established a whistleblower policy and it is available to staff.			X	
7.4.3 Budget development is based on needs as defined by appropriate stakeholders.			X	Budget narratives provided to board in reports with opportunities for discussion. Examples are found in the April and May minutes. Each staff member has a budget.
7.4.4 Salary guidelines are available.			X	

7.4.5 The Board has thresholds for who must approve contracts of various dollar amounts.			X	
7.4.6 The Board has established a bidding process for expenditures over a predetermined amount.			X	3000.6 specifies \$10,000 requires 2 bids and \$25000 requires 3 bids.
7.4.7 Polices are in place that avoid nepotism in hiring and in the awarding of contracts.		X		There is language in Policy 4000.4 approved 8/10/15 outlining how relatives must be approved by the Board of Directors before being hired. Unable to locate contract language except for the conflict of interest information.

**Gordon Parks Elementary School
School Administration and Operations
Part 8: Facility and Safety Review
Reviewer: Lynne Beachner
Dates: October 3, 2016 and March 23, 17**

8.1 Proper planning and inspections are in place to insure long-term safety and functionality.				
Indicators	Not Met	Partially Met	Met	Strengths /Recommendations
8.1.1 There is a clear procedure for initiating a work order request for building and/or equipment. (i.e., examples of what has been repaired this month from a work order)			X	Forms are available and have procedures for follow-up.
8.1.2 Current Fire Department Safety Certificate is posted			X	August 2017
8.1.3 Current Health Department Food Service Certificate is posted			X	December 31, 2016
8.1.4 Fire extinguisher inspections are posted and up-to-date			X	July 2016
8.1.5 Elevator is available and inspection is posted			X	July 2017
8.1.6 HVAC is in good repair			X	
8.2 The interior of the building is clean, properly maintained and designed in an effort to support the instructional process.				
Indicators	Not Met	Partially Met	Met	Strengths /Recommendations
8.2.1 GFCI are installed where an electrical source is within 6 feet of a water source			X	
8.2.2 All observed electrical boxes/switches are covered			X	
8.2.3 EXIT signs are prominent and lighted			X	
8.2.4 Stair treads and railings are secure and safe			X	

8.2.5 Classrooms are of adequate size for their purpose			X	
8.2.6 Bathrooms are clean			X	
8.2.7 Toilets are operational			X	
8.2.8 Bathrooms have sinks with hot and cold water.			X	
8.2.9 Bathrooms provide soap and towels for hand washing			X	
8.2.10 Hallways have an unobstructed clearance of 8 feet			X	
8.2.11 Storage areas are in good order			X	
8.2.12 Schools maintain appropriate entrance signs and directions. (need to check into the office and how to get there)			X	Security person at top of stairs
8.2.13 All classroom doors can be locked/secured from the inside.			X	Bolt locks
8.2.14 First floor classrooms should have a means to block sight from those outside the building.			X	
8.2.15 Paper artwork and teaching materials cover less than 20% of a wall area			X	
8.3 The exterior of the building is easily recognizable, free of clutter and properly maintained in an effort to promote safety for students and the community.				
Indicators	Not Met	Partially Met	Met	Strengths /Recommendations
8.3.1 Handicapped parking is provided and marked			X	Handicapped parking marked on south side of the building.
8.3.2 Curb cuts are in an appropriate proximity to handicapped parking			X	
8.3.3 Exterior signage is prominent and adequate for emergency vehicles to identify the school			X	

8.3.4 Exterior door security is in place at every entry while allowing people to exit whenever the building is occupied.			X	
8.3.5 Playground equipment is inspected on a regular schedule and a written process is in place to denote possible safety problems. (Must be documented- checklist)			X	
8.3.6 The main entrance to the school has an electronic system that controls entry to visitors.			X	
8.3.7 Shrubs around the building are trimmed within 3' to allow for a good line of sight.			X	
8.3.8 Exterior lighting is appropriate around entrances, parking and walkways.			X	
8.4 Procedures are in place to insure safety.				
Indicators	Not Met	Partially Met	Met	Strengths /Recommendations
8.4.1 Emergency exit maps are posted in every occupied room			X	
8.4.2 Breaker boxes are kept locked and do not allow child access			X	
8.4.3 Material Safety Data Sheets are posted where chemicals are stored.			X	
8.4.4 There were no observed permanent extension cords			X	
8.4.5 There is a working system of communication between classrooms and the office.			X	
8.4.6 There is an appointed district Safety Coordinator			X	Joe Palmer
8.4.7A safety committee meets at least two times each year (administrator(s), teacher(s), nurse, parent(s), etc.)			X	October 4, April 11

8.4.8 Administrative procedures encourage staff to report suspected child abuse and neglect			X	Employee Handbook page 29
8.4.9 A student code of conduct is made available to students, staff and parents			X	Student/Parent Handbook page 13
8.4.10 A copy of the floor plan is on file with the local police department			X	
8.4.11 An alternate building evacuation site is known to adults and parents			X	Roanoke Community Center is listed in the Handbook as the alternate site.
8.4.12 Visitors are required to check in at the office and receive a visitor name badge			X	
8.4.13 Science teachers and administrators are aware of the special safety requirements of science labs and the proper safety equipment is in place			N/A	

Commendation:

- Gordon Parks received the 2017 Food Safety Excellence Award from the KCMO’s Environmental Public Health Program.
- All recommendations given in the fall have been successfully acted upon.

**Gordon Parks Elementary School
School Administration and Operations
Part 9: Personnel and Payroll Review
Reviewer: Doug Thomas
Date: February 21, 2017**

9. Personnel policies and procedures are appropriately conducted in a manner that promotes the recruitment and retention of an effective instructional staff.				
Indicators	Not Met	Partially Met	Met	Strengths /Recommendations
9.1 A Teacher Salary Schedule is in place or a process that uses experience and degrees, with consideration given to other charter schools' salary structures to determine salary.			X	A salary schedule is utilized for employment and compensation planning. Salary schedule and practices promote recruitment and retention. Salary schedule is currently frozen.
9.2 Yearly board approved contracts are provided.			X	Contracts are utilized by the school. Five teacher files were pulled and reviewed. All contained a board approved contract, and salary amounts aligned with the published salary schedule. GPE also provides extra duty contracts when additional duties are performed.
9.3 Classified/Support Staff Salary Schedules or a written letter of employment that includes salary and benefits is provided at time of employment.			X	GPE uses letter of employment to verify start dates and hour wage for support staff.
9.4 The school demonstrates proactive staff recruitment that promotes quality instruction.			X	School officials utilize MOREAP; University websites: KU, NWMSU, Rockhurst, UMKC, & UCM, and the GPE school web site. Administrator attends career fairs on regular basis.
9.5 At least 80% Position Code 60 educators are certified. All employees paid with federal funds are certified.			X	21 of 23 FTE instructional staff members hold certification from State of MO. 91%.
9.6 A master schedule is in place and available.			X	A master schedule was available. Elementary scheduled denoted when electives / specials were offered, as well as lunch periods.

<p>9.7 Family Care Safety Registry reports and fingerprint Background Checks are complete, less than five years old, and kept on file.</p>			<p>X</p>	<p>Two board member files were reviewed, one new and one tenured board member. FCSR and criminal background checks were on file for both board members. Randomly selected employee folders contained contracts, background checks, FCSRs, certification, and transcripts. A drug test is also required of new employees and results are included within the personnel file. Files were organized and well maintained. The school is moving toward a totally electronic filing system.</p>
<p>9.8 Payroll summaries and personnel rosters were compatible.</p>			<p>X</p>	<p>All contracts amounts were listed on the payroll sheets. The amounts paid were aligned with listed contracted salaries.</p>
<p>9.9 Administrators have appropriate certifications for their roles.</p>			<p>X</p>	<p>All school administrators hold the appropriate administrator certification.</p>
<p>9.10 School retained instructional staff from the previous year. (85-100%=Met, 70-84%=Partially Met, <70%=Not Met)</p>			<p>X</p>	<p>Instructional staff for 2015-16 consisted of 22 educators. Of those, 2 did not return for 2016-17. This generated a one-year retention rate of 91%.</p>
<p>9.11 The school uses a teacher evaluation system based on the 7 Essential Principles of the Missouri Teacher Evaluation System</p>			<p>X</p>	<p>Newer teachers are evaluated twice a year, pending experience and past reviews. School leaders utilize a teacher evaluation process and instrument that has a modest local adjustment for implementation of DESE model. The essential principles are included within the process. Every staff member is evaluated annually.</p>
<p>9.12 Current and historic H. R. records are maintained in a secure location</p>			<p>X</p>	<p>Personnel information / files are maintained in a locked file in the office of the Director. Access is limited to school leaders. Files were readily accessible. Files were appropriately organized and maintained.</p>

Summary

- Best practices regarding HR compliance and operations were evident. No concerns, no recommendations.
- Gordon Parks Elementary demonstrated an effective and well managed system of human resources practices and information management. No concerns noted.
- GPE demonstrated an effective and appropriately documented system of payroll and benefits. No concerns noted.
- School officials were well prepared for the site visit. Very cooperative, organized, and helpful.

**Gordon Parks Elementary School
School Administration and Operations
Part 10: Required Training and Drills Review
Reviewer: Lynne Beachner
Date: May 1, 2017**

10. Students and/or staff participate in appropriate drills and training.				
Indicators	Not Met	Partially Met	Met	Strengths /Recommendations
10.1 Staff is trained in bullying and harassment			X	August 16
10.2 All Staff is trained in FERPA			X	August 16
10.3 There is annual training for all staff on blood borne pathogens			X	August 16
10.4 Appropriate personnel are trained in how to respond to bomb threats			X	August 16
10.5 Persons responsible for first aid are trained and given proper equipment and supplies			X	Nurse Mica distributes meds. – was trained by nurse PE Instructor trained in First Aid & CPR as well
10.6 Regular fire drills are held with a record of date, time, and observations (min 5)			X	8/30/16; 9/21/16; 1/24/17; 4/6/17, 5/31/17, 6/14/17
10.7 Regular tornado drills are held with a record of date, time, and observations (a minimum of 2)			X	0/4/16; 2/16/17; 4/11/17
10.8 Regular intruder drills are held with a record of date, time, and observations.			X	2/28/17
10.9 All staff participated in active shooter training.			X	August 16 + Aug. 4 Grain Valley SRO training
10.10 Bus evacuation drills for students K – 6 are conducted at least once each semester.			X	9/27/16 4/5/17

<p>10.11 Appropriate school personnel attend meetings offer by DESE and other resources to keep up-to-date on Federal programs (i.e., Title, SPED, 504, Homeless, ELL, Food Service, etc.).</p>			<p>Federal Programs – Jennifer & Kirsten - Federal Programs/Title I- September 25-27 SPED – Hannah Iversen- MO-CASE conference was September 18th-20th - Meetings with UCMO - September 6th, December 1st. Homeless – Mica Weaver - ESSA: McKinney- Vento and Foster students, August 18, 2016- Homeless Liaison Training, September 22, 2016 - Homelessness and Victimization Date: December 7, 2016 X ELL – Jennifer Hagemaster - WIDA webinars Food Service – Treat America - Last year six of our servers became serv-safe certified. This is an 8 hour course on food safety. Also on food safety all of our servers have a food handlers card. We have all our servers go through Civil Rights Training every year. We provide guest service training for our servers that includes role play. There is a set of training classes, on a variety of classes, on the DESE website that many of our servers took.</p>
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Gordon Parks Elementary School
School Administration and Operations
Part 11: Student Enrollment and Records Review
Reviewer: Lynne Beachner
Date: October 17, 2016

11. Student enrollment procedures and record keeping are appropriately conducted and maintained.				
Indicators	Not Met	Partially Met	Met	Strengths /Recommendations
11.1 The school has enrollment policies and practices which include a stated open enrollment period, grade level capacities, lottery process, and waiting list.		X		There is nothing in your handbook or on the website that lets people know about the lottery process. You do have a flyer that goes out with applications but I wasn't able to view it. New parents are told about the process. Recommendation: Outline the Open Enrollment/ Lottery process so there are no surprises when someone enrolls.
11.2 Efforts to recruit and serve a diverse population are evident.			X	Facebook, Instagram, Twitter, Local events table, flyers, day cares, parent incentives
11.3 The school is at or above 90% of enrollment targets (State % of capacity).		X		169/225 = 75% Continue to expand number of classrooms
11.4 Lotteries are conducted appropriately and school requests attendance by UCM personnel.			N/A	No Lottery
11.5 Waiting lists are maintained by grade level and appropriate documentation is readily available.			X	No Waiting List
11.6 MOSIS number is on file on all records (permanent, Special Ed, 504, etc.).			X	
11.7 Birth Certificate is on file for kindergarten and first grade.			X	
11.8 A completed student application is on file.			X	

11.9 The date of admission is noted.	X			The date the family fills out the form is noted which is good because in the case where you have no lottery it is on a first come basis. Recommendation: Place the date of the school year first entered on the folder so you know how much data should be in the file.
11.10 Records/transcripts from previous school are on file.			X	Most of the files reviewed were students who had been there from the beginning. There were two transfers and their papers were there.
11.11 There is proof of residence for the current year (i.e., lease, utilities, etc.).		X		3/9 Three files had current proof of residency documents. Recommendation: Make sure that each year you ask for proof of residence even from returning parents. It must be up-to-date.
11.12 Immunization records are on file			X	
11.13 Parent and emergency contact information is on file			X	
11.14 A clear process is in place to up-date parent contact information.			X	
11.15 There is a record of grades earned			X	
11.16 Discipline records are on file			X	Discipline files are kept on the Computer. If there is a Letter Home to a parent, one is kept in the file.
11.17 There is a cumulative record of test results			X	The cumulative folder is kept with teachers and is included in the permanent file when the student leaves. Recommendation: The testing folders need to be kept in a locked drawer.
11.18 Attendance records are on file			X	Attendance is kept on the computer.
11.19 Records are well organized and consistently updated.			X	
11.20 Schools keep student records in accordance with the general record retention schedule.			X	
11.21 Requests for records are dealt with by one person and are sent in a timely manner.			X	

**Gordon Parks Elementary School
School Administration and Operations
Part 12: Special Education Review
Reviewer: Mary Gage
Date: April 27, 2017**

**This review is for the purpose of the Annual University of Central Missouri Special Education Site Review and does NOT address all Standards and Indicators required to be met during the Special Education Tiered Monitoring Process conducted every three years by the Department of Elementary and Secondary Education/Special Education.
(Revised April 8, 2017)**

12.1 Initial File Review (12 Indicators)				
Indicators	Not Met	Partially Met	Met	Strengths /Recommendations
12.1.1 Referral form is present.			X	
12.1.2 Referral form is dated.			X	
12.1.3 Reason(s) for referral and description of concern(s) is present.			X	
12.1.4 Date when Procedural Safeguards were presented to parents is present. (5 school days)			X	
12.1.5 Review of Existing Data form is in file and dated.			X	
12.1.6 Notice of Action (NOA) for evaluation was provided with date of delivery documented.			X	
12.1.7 Parent(s) was/were notified of the Eligibility Staffing (Notification of Meeting) with date notified documented.			X	
12.1.8 Evaluation was completed within 60 calendar days of NOA. (Date documented)			X	

12.1.9 Evaluation report contains the names and roles of the individuals making the eligibility determination.			X	
12.1.10 Statement that the disability is not a result of lack of appropriate instruction in reading (5 areas of reading listed), math or limited English proficiency is present.			X	
12.1.11 Notice of Action for initial services is present and dated.			X	
12.1.12 Date a copy of the evaluation report was provided to parent(s) is documented.			X	
12.2 Reevaluation File Review (7 Indicators)				
Indicators	Not Met	Partially Met	Met	Strengths /Recommendations
12.2.1 Review of Existing Data (RED) form is present and dated.			X	
12.2.2 Reevaluation is within three years of the last Evaluation Report (ER).			X	
12.2.3 Written Notice is dated and provided to parents.			X	
12.2.4 Date when the parent(s) was/were notified of the Eligibility Staffing is present when additional data was collected.			X	
12.2.5 Evaluation report is present, if additional data were collected, and contains the names and roles of the individuals making the continued eligibility determination.			X	
12.2.6 Statement that the disability is not a result of lack of appropriate instruction in reading (five areas of reading listed), math or limited English proficiency is present.			X	

12.2.7 Dated copy of the evaluation report was provided to the parent(s) and was documented. (Not applicable if no assessments required and eligibility category remains the same as previous eligibility determination)			X	
12.3 Individual Education Plan (IEP) (16 Indicators)				
Indicators	Not Met	Partially Met	Met	Strengths /Recommendations
12.3.1 IEP is current.			X	
12.3.2 Initial IEP meeting is held within 30 days of the eligibility determination staffing.			X	
12.3.3 The IEP team meets to review/revise, if necessary, the IEP at least on an annual basis (meetings no more than 365 calendar days apart).			X	
12.3.4 Present Level contains all required components.			X	
12.3.5 The IEP team considered all special factors and determined services, strategies, supports or devices, as appropriate (communication needs, assistive technology and/or devices, limited English proficiency and behaviors that impede the learning of the child or others).			X	
12.3.6 Present Level drives the goals			X	
12.3.7 IEP includes goals that are written in terms that are in SMART format (Specific, measurable, attainable, results oriented and time bound).			X	
12.3.8 Specific Special Education Services are listed.			X	
12.3.9 Location of services is documented.			X	
12.3.10 If student receives related services, they are listed			X	

12.3.11 If student requires accommodations and/or modifications, they are noted on the IEP.			X	
12.3.12 If needed, the frequency and location of accommodations and modifications are noted on the IEP.			X	
12.3.13 IEP addresses the extent of non-participation in regular education and for any child not participating 100% in the regular education environment, including a description of the extent that the student will not participate and why full participation is not appropriate.			X	
12.3.14 Selected placement is noted.			X	
12.3.15. Parent provided a dated copy of the IEP (generally 20 days).			X	
12.3.16 Special education services and goals match.			X	
12.4 Transfer File Review (6 Indicators)				
Indicators	Not Met	Partially Met	Met	Strengths /Recommendations
12.4.1 Enrollment date is noted.			X	
12.4.2 Documentation, if appropriate, is present and dated that Agency Officials conducted interviews with sending school.			X	
12.4.3 Agency acceptance or rejection of the IEP is noted.			X	
12.4.4 If IEP was rejected; the date new IEP was developed is documented.			X	
12.4.5 Agency acceptance or rejection of the Evaluation Report is noted.			X	
12.4.6 If Evaluation Report was rejected date of initiation of new evaluation and date completed is documented.			X	

12.5 Transition (Students 16 or older or turn 16 during the current IEP) (9 Indicators) NO STUDENT(S) 16 OR OLDER/NO STUDENT(S) TURNS 16 DURING THE CURRENT IEP				
Indicators	Not Met	Partially Met	Met	Strengths /Recommendations
12.5.1 Notice of meeting includes post-secondary transition as one of the purposes.			N/A	
12.5.2 Evidence exists that the student was invited to the IEP Team meeting where transition services were discussed.			N/A	
12.5.3 Evidence exists, where appropriate, that a representative of any participating agency was invited to attend the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.			N/A	
12.5.4 Appropriate measurable post-secondary goals are noted.			N/A	
12.5.5 Post-secondary goals are updated annually.			N/A	
12.5.6 Evidence exists that measurable post-secondary goals were based on age appropriate transition assessment.			N/A	
12.5.7 Transition services in the IEP reasonably enable the student to meet his/her postsecondary goals.			N/A	
12.5.8. IEP includes courses of study that will reasonably enable the student to meet his/her post-secondary goals.			N/A	
12.5.9 Annual IEP goals relate to the student's post-secondary transition goals.			N/A	

12.6 Discipline (3 Indicators) NO STUDENT(S) SUSPENDED IN EXCESS OF 10 CONSECUTIVE OR CUMULATIVE DAYS				
Indicators	Not Met	Partially Met	Met	Strengths /Recommendations
12.6.1 Documentation exists within the file that the student was suspended in excess of 10 consecutive school days or 10 cumulative school days where a pattern of suspension is created.			N/A	
12.6.2 Documentation is present that indicates appropriate disciplinary procedures were followed.			N/A	
12.6.3 Notice of Action was provided if a disciplinary change of placement was determined.			N/A	

Other:

Gordon Parks participated in an Initial Program Review as an agency (Gordon Parks) for the Self-Assessment and Desk Review required by the Office of Special Education (Missouri Department of Elementary and Secondary Education-MODESE) in the fall of 2015 (FY16). The next step in the self-assessment process was to provide documentation from specific students' files to the Office of Special Education-Compliance to verify the results of the self-assessment. In the fall of FY17, the agency received the Special Education Monitoring Report which addressed numerous compliance concerns. The agency then wrote a Corrective Action Plan to address the specific indicators associated with the concerns. All areas of concern were addressed, corrections documented and found in compliance by the Office of Special Education (MODESE).

Throughout the current school year, FY17, student special education files were reviewed during three special education review visits (fall, winter and spring) for the University of Central Missouri (UCM) Annual Site Review. All of the above indicators reviewed were found in compliance. At this time, there are no concerns with the process or student files. During the UCM onsite monitoring reviews, staff attended to discuss the files and ask questions. Hannah Iversen and Nancy Deshler collaborate to ensure all Evaluation Reports, Individual Education Plans, and files are in compliance. The files are well organized and complete. Special Education files are maintained in the Special Education office, separate from general education student files. At this time, there are no concerns with the special education process or student files.

Gordon Parks currently employs one full time Special Education Teacher, one part time Teacher/Process Coordinator and contract with one Speech/Language Pathologist.

During FY16, there were seven students that qualified for Special Education Services. Currently (FY17), eight students qualify for Special Education Services. Four students receive related services (Sound System Disorder and/or Language Impairment).

	FY17	FY15
• Specific Learning Disability	3	1
• Autism	1	1
• Hearing Impairment/Deafness	0	1
• Intellectual Disability	2	2
• Other Health Impaired	1	1
• Emotional Disturbance	1	0
• Sound System Disorder	1*	1
• Language Impairment	4	0

*The student who receives related service for Sound System Disorder also is serviced for Language Impairment.

Four students were referred for formal evaluation to assess eligibility for special education services. Parents referred three students and the school referred one. Of these four students referred, two qualified for services and two are in the process of being evaluated. In addition, the staff completed one reevaluation within the timeline required.

Gordon Parks has no students with a disability taking the Missouri Assessment Program-Alternate (MAP-A).

Resources:

- Mary Gage, UCM Charter School Consultant
- Susan Borgmeyer, UMKC Kansas City Regional Professional Development Center, Compliance Consultant
- Systematic Instruction in Phoneme Awareness, Phonics and Sight Words (SIPPS)

Support/training would be beneficial in the following areas:

- MAP-Alternative Training

Areas of strength:

- Special Education Team
- Student Support Team
- Instructional strategies used with students with disabilities
- Understanding of Special Education Process
- Communication among general education and special education teachers

Areas of concern:

- None at this time



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KANSAS CITY PUBLIC SCHOOL RETIREMENT SYSTEM

May 30, 2017

Dr. Vici Hughes
Charter Schools, Lovinger 2250
University of Central Missouri
Warrensburg, Mo. 64093

Dear Dr. Hughes:

Please let this letter serve as confirmation Gordon Parks Charter School has reported contribution data through December 31, 2016 to The Public School Retirement System of the School District of Kansas City, Missouri (KCPSRS). In addition KCPSRS has received from Gordon Parks Charter School employee and employer payments for those reported periods and Gordon Parks Charter School is considered current in its obligations to KCPSRS.

In addition, our independent audit for 2016 which was conducted earlier this year did not show any discrepancies or irregularities with regards to Gordon Parks Charter School's adherence to reporting and contribution requirements as defined by Missouri State Statutes.

If you need anything further, please feel free to contact me.

Sincerely,

A handwritten signature in black ink, appearing to read "Jim Lewallen".

Jim Lewallen
Administrative Manager