

**AGENDA**  
**REGULAR MEETING OF THE CAPE CORAL**  
**CHARTER SCHOOL GOVERNING BOARD**

**Tuesday, May 10, 2016**

**Council Chambers**

**9:00 A.M.**

**CALL TO ORDER**

1. **INVOCATION:** Chair Jackson
2. **PLEDGE OF ALLEGIANCE:** Chair Jackson
3. **ROLL CALL:** Boyer, Cosden, Donaldson, Fisher, Jackson, Koepke, Lucas-Ross, McMillan, Winstead, Zivkovic
4. **REORGANIZATION OF BOARD:** Chair Jackson
5. **APPROVAL OF MINUTES:** April 12, 2016 Regular Meeting Minutes
6. **APPROVAL OF AGENDA REGULAR MEETING:**
7. **SUPERINTENDENT REPORT:**
8. **CHAIRMAN REPORT:**
9. **FOUNDATION REPORT:**
10. **PUBLIC COMMENT:**
11. **STAFF AND BOARD COMMENT:** Director of Procurement and Food Services, Christa McAuliffe Charter Elementary School, Oasis Charter Elementary School, Oasis Charter Middle School, Oasis Charter High School
12. **UNFINISHED BUSINESS:**
  - A. Strategic Plan-Nelson Stephenson
  - B. NEOLA-Nelson Stephenson
13. **NEW BUSINESS:**
  - A. Discussion of the Superintendent Evaluation Document-Nelson Stephenson
  - B. Approval of New Job Titles for CME-Math Coach and Reading Coach-Jacque Collins
  - C. Approval of FY 2015-2016 Budget Amendment #2-Mary Anne Moniz
14. **TIME AND DATE OF NEXT MEETING:**

**Regular Board Meeting June 14, 2016 at 9:00 AM in Council Chambers.**
15. **ADJOURNMENT:**

Members of the audience who address the Board/Commission/Committee shall step up to the speaker's lectern and give his/her full name, address and whom he/she represents. Proper decorum shall be maintained at all time. Any audience member who is boisterous or disruptive in any manner to the conduct of this meeting shall be asked to leave or be escorted from the meeting room. In accordance with the Americans with Disabilities Act and § 286.26, Florida Statutes, persons needing a special accommodation to participate in this proceeding should contact the Human Resources Department whose Office is located at Cape Coral City Hall, telephone 1-239-574-0530 for assistance; if hearing impaired, telephone the Florida Relay Service Numbers, 1-800-955-8771 (TDD) or 1-800-955-8700 (v) for assistance. In accordance with Florida Statute 286.0105: any person who desires to appeal any decision at this meeting will need a record of the proceedings and for this purpose may need to ensure that a verbatim record of the proceedings is made which includes the testimony and evidence upon which the appeal is based.

**MINUTES OF THE**  
**CAPE CORAL**  
**CHARTER SCHOOL AUTHORITY GOVERNING BOARD**  
**REGULAR MEETING**

**Tuesday, April 12, 2016**  
**City of Cape Coral Council Chambers**  
**9:00 a.m.**

**CALL TO ORDER:** The Cape Coral Charter School Authority Governing Board of Lee County, Florida, met on April 12, 2016, at Council Chambers, a Regular Governing Board Meeting. Co-Chair Donaldson called the meeting to order at 9:03 a.m.

**INVOCATION:** Co-Chair Donaldson

**PLEDGE OF ALLEGIANCE TO THE FLAG OF THE UNITED STATES OF AMERICA:**  
All in attendance

**ROLL CALL:** Cosden, Donaldson, Fisher, Koepke, Lucas-Ross, Winstead, Zivkovic  
Member Boyer-Excused

**ALSO PRESENT:** Bill Buztrey, Assistant City Attorney  
Nelson Stephenson, Superintendent, Cape Coral Charter School Authority  
Shannon Treece, Principal, Oasis Charter High School  
Keith Graham, Principal, Oasis Charter Middle School  
Steve Hook, Principal, Oasis Charter Elementary School  
Jacque Collins, Principal, Christa McAuliffe Charter Elementary School  
Danielle Jensen, Director of Procurement and Food Services, Cape Coral Charter School Authority  
Mary Anne Moniz, Business Manager, Cape Coral Charter School Authority  
Tod Baldwin, Operations Manager, Cape Coral Charter School Authority  
Katherine Knoche, Teacher, Oasis Charter High School  
Zachary Leyva, Student, Oasis Charter High School  
John Pellett, Student, Oasis Charter High School  
Spencer LeBlanc, Student, Oasis Charter high School  
Jeff Myers, Student, Oasis Charter High School  
Graham Morris, Community Member

**APPROVAL OF MINUTES:**

Motion to approve the minutes for the Regular Governing Board Meeting of March 8, 2016 was made by member Cosden and seconded by member Zivkovic.

**Board vote: Cosden, Donaldson, Fisher, Winstead, Zivkovic**

**All “Ayes,” motion carries.**

**APPROVAL OF THE AGENDA REGULAR MEETING:**

Motion was made by member Zivkovic and seconded by member Cosden to approve the agenda.

**Board vote: Cosden, Donaldson, Fisher, Winstead, Zivkovic**

**All “Ayes,” motion carries.**

**SUPERINTENDENT REPORT:**

Mr. Stephenson states the AdvancED visit is Sunday, May 1, 2016 through Wednesday, May 4, 2016. Interviews will be held Monday, May 2, 2016 for board members. At 2:00 PM on Wednesday, May 4, 2016 in council chambers the board will receive an exit report from the AdvancED team.

Mr. Stephenson states that we will go through a full audit. Both general and internal funds will be audited. We will start the internal audit procedure process within the next couple of weeks.

Mr. Stephenson states that invitations have gone out for the Light House Awards. The awards will be held Friday, April 22, 2016.

Mr. Stephenson states the field is still ongoing. The grass looks good but as it rains some of the rocks are coming up. The football team, Mr. Baldwin and the athletic director have been out marking and removing rocks.

**CHAIRMAN REPORT:**

None

**FOUNDATION REPORT:**

Co-Chair Donaldson states that the Light House Awards will be held April 22, 2016 at the Yacht Club at 6:00 PM.

**PUBLIC COMMENT:**

None

**STAFF AND BOARD COMMENT:**

**Business Manager**

Mary Anne Moniz states that most of her comments apply to the budget and would like to hold her comments for the budget workshop following the regular board meeting.

Mary Anne Moniz states that Oasis High School did receive their AICE funding. They have exceeded their expectations and their funding came in at \$639,000.00. The amount budgeted was \$429,000.00.

**Director of Procurement and Food Services**

Danielle Jensen states that food service continues to be favorable.

Danielle Jensen states both revenue and expenses are favorable to budget. She feels confident that we will end the year at budget.

Danielle Jensen states the National School Lunch data was submitted on time and we are in compliance.

Danielle Jensen states that we will start preparing for our wellness committee meeting next month.

Danielle Jensen states that she will discuss her department's budget at the budget workshop following this meeting.

Danielle Jensen states that our new landscapers started in March.

Danielle Jensen states that she has been busy with next year's budget, the IT infrastructure project and the \$100,000.00 project list for the city.

Danielle Jensen states that the RFP for the infrastructure project needs to go out to the public next week.

**Christa McAuliffe Charter Elementary School**

Jacque Collins states that grades 3, 4, and 5 are testing. Besides a couple of minor glitches testing is going very well.

Jacque Collins states they are working on the presentations for the accreditation process as well as wrapping up the evidence collection.

Jacque Collins states they are working on position openings for next year.

**Oasis Charter Middle School (OMS)**

Keith Graham states OMS began their FSA testing. There were a few minor glitches with students getting knocked offline due to the flooding of the system.

Keith Graham states the Oasis STEM Tour Team took 2<sup>nd</sup> and 3<sup>rd</sup> place in the solar RC car competition held at Florida Gulf Coast University on April 2, 2016. The 8<sup>th</sup> grade STEM team placed 1<sup>st</sup> overall for the year. The 7<sup>th</sup> grade STEM team placed 3<sup>rd</sup> overall for the year.

Keith Graham states the production of *The Lion King Jr.* will be April 29 and 30, 2016 at the Cultural Park Theatre, beginning at 7:00 PM.

*Discussion held.*

### **Oasis Charter High School (OHS)**

Shannon Treece states the Deeper Learning Conference she and several other staff members attended in California was very exciting. It enabled them to see what project based learning really looks like.

Shannon Treece states that she feels the arts are also a very important part of the STEM program. She refers to it as STEAM (science, technology, engineering, arts, and mathematics).

Shannon Treece states a critical piece to take a look at is the skill sets. Academics and skill sets go together.

Shannon Treece introduces Katherine Knoche who is the teacher for the OHS internship program.

- Katherine Knoche states that the internship program is a great opportunity for the students. From semester one to semester two we have grown the program. The primary goal is securing internships that align with the student's college and career goals. The students are placed for six to nine weeks and have a mentor. The parents are supportive of the program.
- Student Zachary Leyva states that he has wanted to be a doctor since he was young. Through the internship program he had the opportunity to work with Dr. Zivkovic. Because of the internship experience he realized that this field was not for him. He is now interning with law enforcement. The internship program gives you a chance to try before you buy.
- Student John Pellett states that he had the pleasure of interning at Goldberg Law Office in Fort Myers. He has always wanted to be a lawyer. He was able to observe all aspects of the job. For the fourth quarter he will be interning in construction management. The program is a wonderful experience and he hopes next year's seniors will have the same opportunity.
- Student Spencer LeBlanc states that he interns at Adventure Church. Throughout high school he knew he wanted to be in the non-profit leadership area. Through the program he is learning office and communication skills. He wasn't sure what he wanted to do but he is now almost 100% sure he wants to pursue a career as a youth pastor.
- Student Jeff Myers states that he has always had a passion for sports, football in particular. He is an intern for the Florida Everblades at Germain Arena. There is a core of interns who take on different responsibilities. He was able to meet the players and coaches. The internship program has made him realize that he wants to pursue a career as a sports agent.

Shannon Treece states this year's internship program was a pilot group but the goal for next year is to offer it to every senior. The feedback has been positive.

Shannon Treece states that three JROTC students have been selected to attend a summer military academy. The students selected are Mary Hess, Bryce Corcoran, and Branden Pearson.

Shannon Treece states the JROTC is hosting a cultural night on May 3, 2016. This will be a great opportunity to showcase our student talents.

Shannon Treece states that JROTC has a 5K race scheduled for May 23, 2016.

*Discussion held.*

### **Oasis Charter Elementary School (OES)**

Steve Hook states that OES is in the midst of testing.

Steve Hook states the Odyssey of the Mind Team went to state and performed very well.

Steve Hook states the rally did well. Each school should receive about \$12,000.00 and the foundation should receive around \$14,000.00.

*Discussion held.*

## **UNFINISHED BUSINESS**

### **A. Strategic Plan-Nelson Stephenson**

Mr. Stephenson states that on page 10 we identified the technology infrastructure as one of our goals. There is a team of people working on this project. Mr. Stephenson thanks the city IT Director and Mr. Carrington for assisting us in getting where we need to be with the infrastructure update. We are on track to get this done for the summer.

We have slotted \$500,000.00 for the Christa McAuliffe Expansion. This was done with the strategic plan in mind.

Priority goal five is the enhanced financial stability and relates to the budget workshop.

Priority goal seven is technology and infrastructure. We have set apart \$50,000.00 per school in the 16-17 budget.

Priority goal eight is highly qualified staff. We want to attract and retain highly qualified individuals so we will look at the pay plan.

**NEW BUSINESS**

**A. Approval of the Engagement Letter for the Charter School Financial Audit for FY 2016-2018-Margaret Krym, City Auditor**

Motion was made by member Cosden and seconded by member Fisher to approve the Engagement Letter for the Charter School Financial Audit for FY 2016-2018.

*Discussion held.*

**Board vote: Cosden, Donaldson, Fisher, Winstead, Zivkovic**

**All “Ayes,” motion carries.**

**B. Approval of the JROTC Annual EOY Camping Trip to Disney, Orlando, FL., Thursday April 28-Sunday May 1, 2016-Shannon Treece**

Motion was made by member Cosden and seconded by Member Zivkovic to approve the JROTC Annual EOY Camping Trip to Disney, Orlando, FL., Thursday April 28-Sunday May 1, 2016.

*Discussion held.*

**Board vote: Cosden, Donaldson, Fisher, Winstead, Zivkovic**

**All “Ayes,” motion carries.**

**C. Approval of the JROTC State Drill Event, Lakeland, FL., Saturday April 16, 2016-Shannon Treece**

Motion was made by member Cosden and seconded by Member Donaldson to approve the JROTC State Drill Event, Lakeland, FL., Saturday April 16, 2016.

**Board vote: Cosden, Donaldson, Fisher, Winstead, Zivkovic**

**All “Ayes,” motion carries.**

**D. Approval of NEOLA Policies-Nelson Stephenson**

Motion was made by member Fisher and seconded by member Winstead to approve the NEOLA Policies.

*Discussion held.*

**Board vote: Cosden, Donaldson, Fisher, Winstead, Zivkovic**

**All “Ayes,” motion carries.**

**BOARD COMMENT:**

Mr. Buztrey welcomes the new board members and reminds them that they cannot talk to the other board members outside of the board meeting because it is a violation of the Sunshine Law. You will have to complete board training.

Member Zivkovic thanks everyone for what they are doing with the AdvancED.

Member Zivkovic states that we were supposed to have our organizational meeting after the regularly scheduled board meeting. Mr. Buztrey says it should be the very first item on the May board meeting agenda.

**Motion was made by Member Zivkovic and seconded by member Cosden to add the reorganizational meeting to the May board meeting.**

**Board vote: Cosden, Donaldson, Fisher, Winstead, Zivkovic**

**All "Ayes," motion carries.**

Co-Chair Donaldson states that she would like to remind the new board members that the governing board members are policy makers and don't deal directly with staff. Their communication goes through the superintendent.

**Time and Date of Next Meeting**

AdvancED Exit Report-Wednesday May 4, 2016 at 2:00 PM in Council Chambers.

Regular Governing Board Meeting: Tuesday May 10, 2016, 9:00 a.m. in Council Chambers.

**Adjournment**

There being no further business, the meeting adjourned at 10:20 a.m.

Respectfully submitted,  
Shannon Arthur  
Executive Assistant to the Superintendent  
Cape Coral Charter School Authority

**13A**



# **The City of Cape Coral Municipal Charter School Authority Model System for Superintendent Evaluation**

## **Part VI: Implementation Guide for Superintendent Evaluation**

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June, 2016

City of Cape Coral Municipal Charter School System Governing Board  
3519 Oasis Blvd., Cape Coral, Fl. 33914  
Phone (239) 424-6100  
[www.capecharterschools.org](http://www.capecharterschools.org)

## Appraisal Information

<b>Name: Nelson Stephenson</b>	
<b>Position: Superintendent</b>	<b>Months in the Position: 1 ½ years</b>
<b>Date of Appraisal:</b>	<b>School Year: 2015-16</b>
<b>Appraisal Period Start: 7/01/2015</b>	<b>Appraisal Period End: 06/14/2016</b>
<b>Name of Governing Board Member Completing This Evaluation:</b>	

## SUPERINTENDENT'S PERFORMANCE EVALUATION

The primary purpose of the Superintendent's evaluation is the improvement of performance. The essence of performance evaluation requires the Board and Superintendent to address what the Superintendent is attempting to accomplish, to assess how well the Superintendent is doing, and to define the area and priorities for improvement. An effective evaluation process should provide the foundation for a good Superintendent-Board relationship.

### PROCEDURES:

- Each Governing Board Member should complete an individual Superintendent performance evaluation. In this phase of the evaluation process, each Board Member works independently, without consulting any other Board Member, to rate the performance of the Superintendent. Written comments to any item are encouraged. The form should be completed in whole, then printed and signed by the evaluating Governing Board Member.

The performance of the Superintendent is to be rated against the four performance Standards as defined below:

*Unsatisfactory* performance is merited when performance has not significantly improved following a rating of Needs Improvement, or performance is consistently below the requirements of a standard and is considered inadequate, or both.

A rating of *Needs Improvement* represents performance that is below the requirements of a standard but is not considered to be Unsatisfactory at the time. Improvement is necessary and expected.

*Proficient* performance is understood to be fully satisfactory. For the superintendent, this is the rigorous expected level of performance. It is a demanding, but attainable level of performance.

*Exemplary* performance represents a level of performance that exceeds the already high standard of Proficient. A rating of Exemplary is reserved for performance on an indicator or standard that is of such a high level that it could serve as a model for other leaders.

Governing Board Members should rate the Superintendent in all standards using one of the four ratings: *Exemplary*, *Proficient*, *Needs Improvement* or *Unsatisfactory*.



# Superintendent's Performance Rating for Standard I: Community Relations

Check one box for each indicator and circle the overall standard rating.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-A. Participates in community activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I-B. Is visible to staff, parents, and students. Regularly attends school or community-based functions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I-C. Promotes CCCCSA's curricular and co-curricular activities to the community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I-D. Effectively represents CCCCSA to other governmental units.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I-E. Maintains good relations with the media.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Overall Rating for Standard I</b> (Circle one.)	The education leader promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the district and its schools.
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**Unsatisfactory**

**Needs Improvement**

**Proficient**

**Exemplary**

**Comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement or Unsatisfactory):**

Examples of evidence superintendent might provide (note: this list is neither comprehensive and/or all items are not necessary for evaluation purposes):

- Sample District and School Newsletters
- Authority Minutes
- Evidence of Community Support and/or Engagement
- Internal Communication with Staff (samples)
- Staff Recognition
- Accounts of District/School Accomplishments in Various Forms in Public Media
- Membership/Participation in Community Organizations
- Other



## Superintendent's Performance Rating for Standard 2: Management and Operations

Check one box for each indicator and circle the overall standard rating.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-A. Stays informed and promotes "Best Practices."	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I-B. Makes cost-effective choices when spending school funds.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I-C. Maintains physical facilities in good condition.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I-D. Provides educational leadership.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I-E. Provides accurate financial costs information to the authority.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Overall Rating for Standard 2**  
(Circle one.)

The education leader promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and training.

**Unsatisfactory**

**Needs Improvement**

**Proficient**

**Exemplary**

Comments and analysis (recommended for any overall rating; required for overall rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory*):

Examples of evidence superintendent might provide (note: this list is neither comprehensive and/or all items are not necessary for evaluation purposes):

- |   |  |   |
|---|--|---|
| <input type="checkbox"/> Leadership Team Schedule                               | <input type="checkbox"/> Professional Development    | <input type="checkbox"/> Purchase Order Samples Related to Facilities |
| <input type="checkbox"/> Internal Communication with Staff (samples)            | <input type="checkbox"/> External Reviews and Audits | <input type="checkbox"/> Purchase Order Samples Related to Facilities |
| <input type="checkbox"/> Membership/Participation in Professional Organizations | <input type="checkbox"/> Other                       | Repair/Enhancement  |



## Superintendent's Performance Rating for Standard 3: Authority Relations

Check one box for each indicator and circle the overall standard rating.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-A. Provides timely, adequate and accurate information to the authority.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I-B. Supports and executes Authority decisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I-C. Follow and implements Authority policy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I-D. Is responsive.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I-E. Makes recommendations demonstrating good judgement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Overall Rating for Standard 3</b> (Circle one.)	The education leader promotes the learning and growth of all students and the success of all staff by working with the Governing Board Authority to ensure policies, goals, and long-term growth are focused on student academic success.
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**Unsatisfactory**

**Needs Improvement**

**Proficient**

**Exemplary**

Comments and analysis (recommended for any overall rating; required for overall rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory*):

Examples of evidence superintendent might provide (note: this list is neither comprehensive and/or all items are not necessary for evaluation purposes):

- Internal Communication with Staff/Board (samples)
- Executive Memoranda
- Board Meeting Agenda or Notes

- Professional Development
- NEOLA
- Other

- Communication with Lobbyist
- AvancED Accreditation Process Documents



# Superintendent's Performance Rating for Standard 4: Cultural Leadership

Check one box for each indicator and circle the overall standard rating.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-A. Routinely seeks the advice of teachers, principals, staff, board members, and other stakeholders.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I-B. Celebrates staff/school/student/administrators accomplishments and rewards.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I-C. Develops a sense of efficacy and empowerment among staff which influences the system's identity, culture, and performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I-D. Develops internal capacity for leadership succession. Works on a plan to prepare future school leaders.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I-E. Establishes an environment of trust among staff, students, parents, and the community at large.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Overall Rating for Standard 4</b> <i>(Circle one.)</i>	The education leader promotes the learning and growth of all students and the success of all staff by understanding how the system came to their current state, and how to connect with their traditions in order to move forward to build and support the system's efforts to achieve individual and collective goals.
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**Unsatisfactory**

**Needs Improvement**

**Proficient**

**Exemplary**

**Comments and analysis (recommended for any overall rating; required for overall rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory*):**

Examples of evidence superintendent might provide (note: this list is neither comprehensive and/or all items are not necessary for evaluation purposes):

- Leadership Team Schedule/Materials
- Internal Communication with Staff (samples)
- Leadership Development/Succession Plan

- Professional Development
- Survey
- Newsletters

- Communication Samples
- Attendance PTO/SAC etc.
- Other



# Superintendent's Performance Rating for Standard 5: Instructional Leadership

Check one box for each indicator and circle the overall standard rating.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
I-A. Ensures that instructional time is valued and protected across the system.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I-B. Sets high expectations and concrete district goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I-C. Celebrates with the larger professional community practices and procedures that have resulted in improved student achievement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I-D. Provides instructional staff access to provide feedback on academic systems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I-E. Attends professional development activities that ensures superintend knowledge of current best practices and encourages and supports staff professional development opportunities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<b>Overall Rating for Standard 1</b> (Circle one.)	The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.
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**Unsatisfactory**

**Needs Improvement**

**Proficient**

**Exemplary**

**Comments and analysis (recommended for any overall rating; required for overall rating of Exemplary, Needs Improvement or Unsatisfactory):**

Examples of evidence superintendent might provide (note: this list is neither comprehensive and/or all items are not necessary for evaluation purposes):

- Leadership Team Schedule/Materials
- Internal Communication with Staff (samples)
- Student/School Performance Goals
- Professional Development (Teacher)
- Survey
- School Improvement Plans
- Professional Development (Personal)
- Strategic Plan
- Other



# Superintendent's Performance Rating Assessment Summary

*Check one box for each indicator and circle the overall standard rating.*

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
1. Community Relations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Management and Operations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Authority Relations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Cultural Leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Instructional Leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>OVERALL PERFORMANCE ASSESSMENT RATING</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

OVERALL COMMENTS:

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<i>Signature of Evaluating Governing Board Member</i>	<i>Date</i>
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**13B**

## Shannon Arthur

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**From:** Jacquelin Collins  
**Sent:** Friday, April 15, 2016 1:15 PM  
**To:** Shannon Arthur  
**Subject:** For May Governing Board Meeting Agenda  
**Attachments:** Job Description template - Math Coach.docx; Job Description template - Reading Coach.docx

Shannon,

Nelson and Vicki McAtee have both approved the verbiage in the Math Coach and Reading Coach job descriptions. These new job titles need to be approved by the board. These positions already exist at CME but I am creating them so that when I replace these positions over time my pool of applicants is more specific to the qualifications that are listed. The highlighted sections are the new verbiage.

Thank you,  
Jacque

*Jacquelin Collins*  
Principal  
Christa McAuliffe Elementary  
2817 S.W. 3<sup>rd</sup> Lane  
Cape Coral, Florida 33991  
(239) 283-4511 ext. 311



*“Partnering For Excellence.”*



CITY OF CAPE CORAL  
Established Date:  
Revision Date:

## Charter School Math Coach

Class Code:

### SALARY RANGE

\$37,657.00 – \$58,273.00 Annually

#### **GENERAL STATEMENT OF JOB:**

Under the general supervision of the Principal or designated Supervisor, develops and implements lesson plans in mathematics for students in accordance with Federal and State law, district guidelines and administrative regulations. Aids in the efficient operation of the school or department by coordinating and communicating with Administration, other instructional and support staff, parents and students. The incumbent prioritizes tasks and usually performs such independently with periodic supervision or review. Performs related work as required.

**Individual(s) assigned to this classification must report to work per their assigned schedule.**

#### **SPECIFIC DUTIES AND RESPONSIBILITIES:**

Plans individually or cooperatively a program of study that meets the individual needs, interests and abilities of students in math grades K - 5.

Assists in establishing department or grade level curriculum objectives and the development of the comprehensive plan for the implementation and evaluation of the objectives.

Works with teachers to ensure that mathematics programs are implemented with fidelity.

Provides direct, classroom-based professional development for all teachers through regular modeling of research –based mathematics instruction.

Works with all teachers (including ESE and content area) to provide coaching and mentoring to include activities and roles that will have the greatest impact on student achievement.

Assist teachers in providing appropriate mathematics interventions instruction for struggling students.

Demonstrates interpersonal skills as a member of an academic coaching team and builds trust with teachers and school leadership.

Participates in workshops, seminars, conferences and or advance coursework which further advance knowledge of current trends in mathematics instructions.

Assesses the accomplishments of students on a regular basis and provides progress reports as required.

Counsels with colleagues, students and/or parents on a regular basis.

Maintains accurate, complete and correct records as required by law, district policy and administrative regulation.

Attends staff meetings and serves on staff committees as deemed necessary.

#### ADDITIONAL JOB FUNCTIONS

Performs related work as required.

#### **MINIMUM QUALIFICATIONS:**

Bachelor's degree / eligible for or hold a valid Florida teacher certification covering appropriate area of responsibility required or other qualifications as the Board may find appropriate or acceptable. Successful classroom teaching experience for three or more years. Experience in communicating and collaborating with a wide variety of individuals and groups. Bilingual skills encouraged.

#### **KNOWLEDGE, SKILLS, AND ABILITIES:**

Has general knowledge of report and record keeping principles and techniques.

Has general knowledge of business mathematics.

Is skilled in both written and oral communications for effective expression and clarity.

Is able to utilize a variety of modern office equipment, i.e., computers, facsimile machines, and copiers.

Is able to establish and maintain effective-working relationships with supervisor, support staff and other departments position interacts with.

Is able to organize and review work for efficient results and accuracy.

Is able to perform duties with consistent courtesy and tact in the best interest of the public.

Is able to issue and follow oral and written instructions.

#### **MINIMUM STANDARDS REQUIRED:**

Physical Requirements: Tasks are essentially sedentary, with some unassisted lifting, carrying, pushing and/or pulling of lightweight objects up to 20 pounds. Tasks may require prolonged periods of visual concentration.

Data Conception: Requires the ability to compare and/or judge the readily observable, functional, structural or composite characteristics (whether similar to or divergent from

obvious standards) of documentation, accounting, and applications.

**Interpersonal Communication:** Requires the ability of speaking and/or signaling people to convey or exchange information. Includes giving and receiving instructions, assignments or directions.

**Language Ability:** Requires the ability to read a variety of materials relevant to municipal policy, procedure, and ordinance. Requires the ability to communicate with numerous individuals from a broad array of backgrounds.

**Intelligence:** Requires the ability to apply principles of rational systems; to solve practical problems and deal with a variety of concrete variables in situations where standardization exists.

**Verbal Aptitude:** Requires the ability to record and deliver information, to explain procedures, to issue and follow oral and written instructions. Must be able to communicate effectively and efficiently in standard English.

**Numerical Aptitude:** Requires the ability to add, subtract, multiply and divide; calculate decimals and percentages.

**Form/spatial aptitude:** Requires the ability to inspect items for proper length, width and shape.

**Motor coordination:** Requires the ability to coordinate hands and eyes in utilizing modern office equipment.

**Manual Dexterity:** Must have minimal levels of eye/hand/foot coordination.

**Color Discrimination:** Requires the ability to differentiate between colors or shades of color.

**Interpersonal Temperament:** Requires the ability to deal with people beyond giving and receiving instructions. Includes considerable public contact, and potential confrontational situations.

**Physical Communication:** Requires the ability to talk and/or hear: (Talking: expressing or exchanging information by means of spoken words. Hearing: perceiving nature of sounds by ear).

**Environmental requirements:** Tasks are generally performed without exposure to adverse environmental conditions.



CITY OF CAPE CORAL  
Established Date:  
Revision Date:

## Charter School Reading Coach

Class Code:

### SALARY RANGE

\$37,657.00 – \$58,273.00 Annually

### GENERAL STATEMENT OF JOB:

Under the general supervision of the Principal or designated Supervisor, develops and implements reading lesson plans for students in accordance with Federal and State law, district guidelines and administrative regulations. Aids in the efficient operation of the school or department by coordinating and communicating with Administration, other instructional and support staff, parents and students. The incumbent prioritizes tasks and usually performs such independently with periodic supervision or review. Performs related work as required.

**Individual(s) assigned to this classification must report to work per their assigned schedule.**

### SPECIFIC DUTIES AND RESPONSIBILITIES:

Works with teachers to ensure that scientifically-based reading researched programs are implemented with fidelity.

Provide direct, classroom-based, professional development for teachers through regular modeling or research based literacy instruction.

Work with all teachers (including ESE and content area) in the school they serve, prioritizing coaching and mentoring time with those teachers activities and roles that will have the greatest impact on student achievement

Assist teachers in providing appropriate intensive intervention instruction for struggling students.

Demonstrate interpersonal skills as a member of an academic coaching team and build trust with teachers and school leadership.

Participates in workshops, seminars, conferences and or advanced coursework which further advance knowledge of current trends in reading instruction

Coach teachers in the latest techniques for the prevention and remediation of reading problems

Plans individually or cooperatively a program of study that meets the individual needs, interests and abilities of students.

Assists in establishing department or grade level curriculum objectives and the development of the comprehensive plan for the implementation and evaluation of the objectives.

Assesses the accomplishments of students on a regular basis and provides progress reports as required.

Maintains accurate, complete and correct records as required by law, district policy and administrative regulation.

#### ADDITIONAL JOB FUNCTIONS

Performs related work as required.

#### **MINIMUM QUALIFICATIONS:**

Valid Florida Educator's Professional Certificate with Reading K – 12 coverage or Reading endorsement. Successful classroom teaching experience for three or more years. Verbal and interpersonal skills required. Bilingual skills encouraged.

#### **KNOWLEDGE, SKILLS, AND ABILITIES:**

Knowledge of current research about the nature and purposes of reading, oral and written language and about widely used approaches to reading, and oral and written language instruction.

Proficient in designing and delivering professional teacher and parent development opportunities and programs

Knowledge of major theories of language development, cognition, and learning and uses these theories to implement a well-planned and comprehensive reading and written language program.

Successful experience communicating and collaborating with a wide variety of individuals and groups

Is able to organize and review work for efficient results and accuracy.

#### **MINIMUM STANDARDS REQUIRED:**

Physical Requirements: Tasks are essentially sedentary, with some unassisted lifting, carrying, pushing and/or pulling of lightweight objects up to 20 pounds. Tasks may require prolonged periods of visual concentration.

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