Libertas Academy Charter School

Academic Achievement Committee Meeting

Published on April 8, 2025 at 9:29 AM EDT

Date and Time

Wednesday April 9, 2025 at 4:30 PM EDT

Agenda

		Purpose	Presenter	Time
I.	**Opening Items**			**4:30 PM**
A.	Record Attendance		Nick Barker	1 m
B.	Call the Meeting to Order		Nick Barker	1 m
C.	Approve Minutes	Approve Minutes	Nick Barker	1 m

Approval of previous minutes.

Approve minutes for Academic Achievement Committee Meeting on March 12, 2025

		Purpose	Presenter	Time
II.	**Academic Achievement**			**4:33 PM**
A.	Director's Report	Discuss	Modesto Montero	40 m
B.	Vote on School Calendar 2025-26	Vote	Modesto Montero	5 m
III.	**Other Business**			

	Purpose	Presenter	Time

IV. Closing Items

A. Adjourn Meeting

Discuss   Nick Barker

Coversheet

Approve Minutes

Section: I. Opening Items
Item: C. Approve Minutes
Purpose: Approve Minutes
Submitted by:
Related Material:
Minutes for Academic Achievement Committee Meeting on March 12, 2025

Libertas Academy Charter School

Minutes

Academic Achievement Committee Meeting

Date and Time
Wednesday March 12, 2025 at 4:30 PM

Committee Members Present
A. Seymour (remote), K. Stewart (remote), M. Montero (remote), N. Barker (remote)

Committee Members Absent
None

Guests Present
Anthony Gibbs (remote)

I. Opening Items

A. Record Attendance

B. Call the Meeting to Order

N. Barker called a meeting of the Academic Achievement Committee Committee of Libertas Academy Charter School to order on Wednesday Mar 12, 2025 at 4:35 PM.

C. Approve Minutes

K. Stewart made a motion to approve the minutes from Academic Achievement Committee Meeting on 02-12-25.
A. Seymour seconded the motion.

The committee **VOTED** to approve the motion.

II. Academic Achievement

A. Presentation from Director of Talent

MM spoke about moving into the new building and the school prepping for MCAS and AP's
Discussed priorities for staffing in FY26-
Optimal Headcount
Setting up organization to explore expansion
Creating a Principal Succession pipleline
Launching an Emerging Leader Cohort

Although there will be a larger cohort of students next year, there also will be two key factors likely to impact budgeting: facilities/rental will be significantly more and there is an anticipated reduction in federal funding. LACS needs to be prepared to adjust budgeting. This has led to a reorganization of leadership.

Anthony Gibbs joined as Director of Talent and shared updates on his work. He enjoys celebrating great work with an Educator of the Month award. LACS has revamped its talent system for ongoing evaluation to assess effectiveness. There is a hiring competency rubric in place to help with pursuing the right hires and retaining.
Retention goal is 85% and currently full school is at 83%, with 78% UA and 93% LA
Likewise 85% for new staff and UA is at 71% and LA is at 90%
BIPOC and LatinX hires make up 56% - LatinX itself is 22% and MM and AG want to continue growing in this area, so staff more closely reflects student body
The hiring goal is to fill 90% of open positions by July 1 and 100% by August 1. Currently projecting 8 open positions in UA and 2 in LA.
AG has been finding success with these pathways for finding talent:
Indeed Smart Sourcing
Reconnecting with strong 24-25 candidates who did not work at LACS
Job Fairs
College Interns/ volunteer partnership with U Hartford
TFA interviews

AS suggested connecting with local colleges, particularly BIPOC/ LatinX affinity groups that support these students in finding careers

III. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 5:15 PM.

Respectfully Submitted,
N. Barker

Documents used during the meeting

- _Leader Layout_BOT facing.docx

Coversheet

Director's Report

Section: II. Academic Achievement
Item: A. Director's Report
Purpose: Discuss
Submitted by:
Related Material: April '24 AAC Update.pptx

AAC Update

Libertas Academy Talent Project
April 2024

Agenda

- Purpose
- Goals & Outputs Review
- Overview of Project
    - Portrait of Effective Teaching (POET)
    - Teacher Eval System
    - Recruitment Plan
    - Compensation System
    - Coaching Effectiveness
- Learning from Peers/Orgs
- Questions?

Overarching Purpose

Identify highly effective teachers and ensure that we can not only retain them, but also that we can help replicate this success

Strategic Plan Goals

1) By SY 26-27, we will **retain 90% of highly effective teachers and 80% of effective teachers** annually as defined by the LACS Teacher Effectiveness Tool

1) By SY 26-27, 80% of retained teachers with 2+ years teaching at LACS are rated effective or highly effective

SY 24-25 Outputs (from Grant App)

1. We will create a **LACS Teacher Effectiveness Rubric** that will be used to evaluate teachers by June 30th, 2025.
2. We will **redesign our compensation structure** grounded in our compensation philosophy by June 30th, 2025.
3. We will **redesign our recruitment process** to incorporate non negotiable mindsets and skills new teachers must to ensure higher levels of success within our school model by June 30th, 2025.

Overview of Project <Reminder>

- Portrait of Effective Teaching
- Teacher Evaluation System
- Teacher Recruitment & Readiness Plan
- Teacher Compensation System
- Coaching Effectiveness System
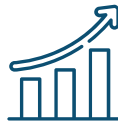
Portrait of Effective Teaching (~95% Complete)

- 12+ iterations based on input from SLT
- started with purpose statement
- determined domains
- built out descriptors
- attempted to ensure that all descriptors could be evaluated

Portrait of Effective Teaching- Domain #1

Highly effective teachers at Libertas…

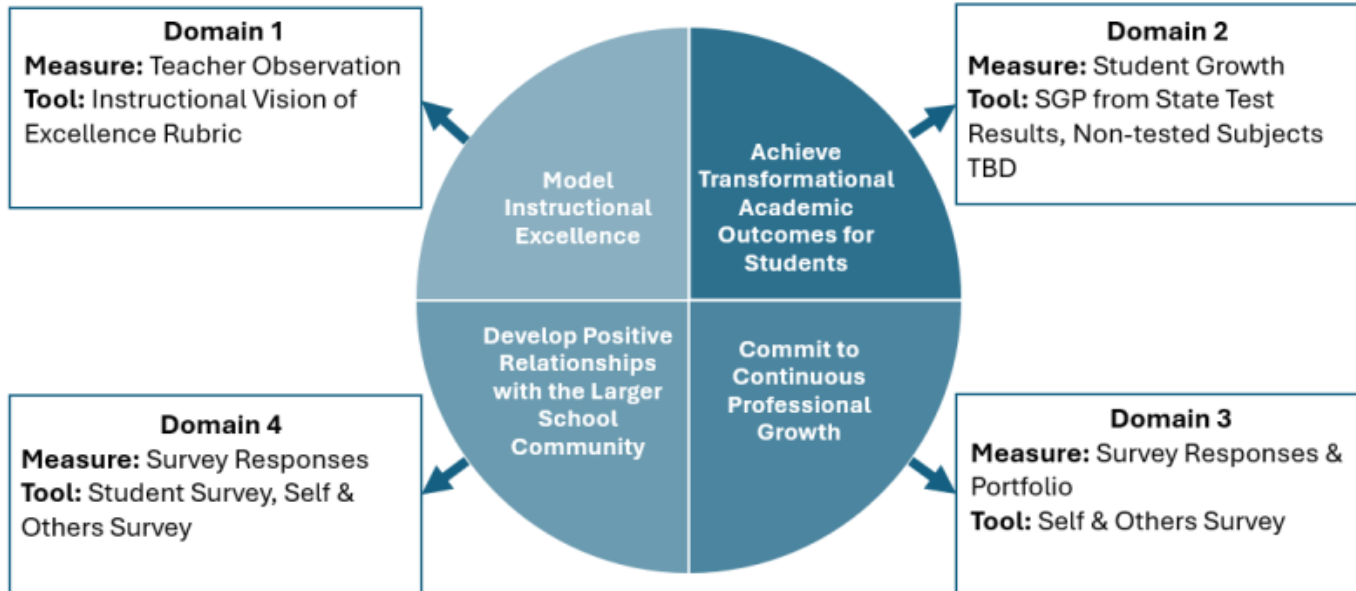| Domain	Descriptors
1) Model Instructional Excellence	**1a) Prepare and Execute Rigorous Lesson Content**: Demonstrate deep understanding of subject matter, standards and lesson key points. **1b) Inspire Joyful and Focused Classroom Culture**: Maintain a positive, welcoming, and focused learning environment that fosters student engagement and creates the conditions for powerful learning to occur. **1c) Apply Differentiated Instruction Methods**: Adapt teaching methods to accommodate diverse learning needs, while maintaining a high bar of excellence for all students. **1d) Demand Critical Thinking and Productive Struggle**: Develop students' ability to think critically, grapple with complex problems, and communicate their thinking in a coherent and compelling way. **1e) Cultivate Strong Character Habits**: Inspire curiosity, enthusiasm, and motivation for learning; insist on the power of growth mindset and embrace challenges as opportunities; expect kindness, compassion and collaboration.

Portrait of Effective Teaching- Domain #2

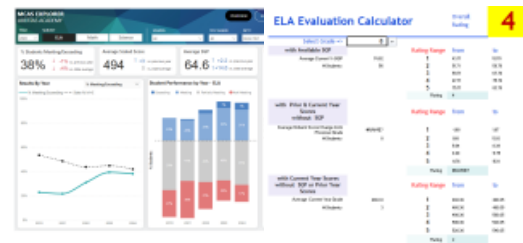| Domain	Descriptors
2) Achieve Transformational Academic Outcomes for Students	**2a) Drive Exceptional Overall Achievement**: Set a high bar of intellectual excellence from all students and support them in succeeding on LACS priority assessments. **2b) Propel Academic Growth:** Facilitate student growth in knowledge and skills, leading to measurable academic improvements within the course of a year and year over year. **2c) Close Academic Opportunity Gaps**: Catapult the growth and achievement of students with learning needs, multilingual learners and students from other marginalized identities to achieve at levels equal to or greater than their peers.

Portrait of Effective Teaching- Domains #3 & #4

Domain	Descriptors
3) Commit to Continuous Professional Growth	**3a) Exhibit a Growth Mindset**: Solicit and implement feedback from peers and leaders in order to get better for students; engage in self-assessment to identify areas of strength as well as opportunities for professional growth. **3b) Embrace Learning and Development**: Strategically use LACS professional development opportunities to build on current strengths and improve in areas of opportunities which are aligned to feedback received.
4) Develop Positive Relationships with the Larger School Community	**4a) Foster Meaningful Student Relationships**: Build respectful and supportive connections with all students grounded in an appreciation for their unique identities in order to assist them in realizing their full potential. **4b) Promote Staff Synergy and Teamwork**: Uphold school norms and values to contribute to an aligned staff culture and communicate collaboratively with colleagues in service of students. **4c) Forge Collaborative Family Partnerships**: Engage regularly with families in ways that support student success and ensure families feel valued.

Teacher Evaluation System (~50% Complete)

Domain 1
Measure: Teacher Observation
Tool: Instructional Vision of Excellence Rubric

Domain 2
Measure: Student Growth
Tool: SGP from State Test Results, Non-tested Subjects TBD

Model Instructional Excellence

Achieve Transformational Academic Outcomes for Students

Develop Positive Relationships with the Larger School Community

Commit to Continuous Professional Growth

Domain 4
Measure: Survey Responses
Tool: Student Survey, Self & Others Survey

Domain 3
Measure: Survey Responses & Portfolio
Tool: Self & Others Survey

Highly effective teachers at Libertas…

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Instructional Vision of Excellence (rubric)

<u>4 main areas of focus</u>:

Culture of Learning- *Does the classroom culture accelerate powerful student learning?*

**Rigorous Content**- *Does the content challenge all students to reach the college bar?*

Purposeful Feedback- *Does feedback drive all students towards mastery?*

Academic Ownership- *Do students propel the learning in the classroom?*

Descriptions of Stages

Stage	Description of Stage
Emerging	An emerging teacher is a teacher who may have demonstrated an ability and a willingness to implement some of the core teacher skills, but they are not yet attempting those skills consistently or with the desired effect.
Developing	A developing teacher is a teacher who is consistently attempting the core teacher skills, and there are times when they have a positive impact on students. However, usually the moves are not yet effective in driving student achievement. This means there is not a clear and consistent positive impact on students.
Approaching	An approaching teacher is a teacher who is consistently implementing the core teacher skills, and their implementation of these skills is usually effective. There is an overall positive impact on student learning, but there also may be some gaps that prevent the teacher moves from always being effective with the vast majority of students.
Meeting	A meeting teacher is a teacher who is consistently implementing the core teacher skills effectively. They have demonstrated mastery of these skills and, as a result, there are clear and consistent positive impacts on student learning.
Exceeding	An exceeding teacher is a teacher whose students are driving the learning of themselves and others with little to no direction from the teacher. In an exceeding teacher's classroom, their interjections are minimal but their positive impact is felt through the ways in which students truly own their learning.

Teacher Recruitment Plan (~80% Complete)
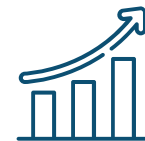
- Revised talent goals

- 4 new core competencies aligned to POET

- Competency rubric → candidate data
  - Historical analysis
  - Predictive function

LIBERTAS ACADEMY
CHARTER SCHOOL

LACS Talent System

Purpose:
The purpose of this system is to streamline the process of staff recruitment, hiring, onboarding, and retention at Libertas Academy. Through the guidance outlined in this document, all stakeholders involved in the hiring process will have clear guidance of the hiring process, and the role they play to effectively identify, hire, and retain staff at Libertas. This document is meant to ensure all stakeholders are held accountable in using these processes to ensure an equitable experience for all candidates and future members of the Libertas community, and to ensure we are closing gaps in the assessment process of candidates.

Talent Goals (25-26):
The following talent goals are meant to strengthen Libertas organizational approach for attracting, recruiting, and retaining highly qualified candidates that are aligned with the mindsets of the LACS- Portrait of an Effective Teacher.

Goal 1: Teacher retention- 95% of must retain staff are retained & return to Summit in August 2025 (this includes Dean & Principals)

Goal 2: 85% of all returning staff that are must retain & retain return to Summit in August 2025

Goal 3: Less than 20% of attrition during the academic year (voluntary and involuntary).

Goal 4: 85% of new staff finish out the academic year.

Inputs:
The Director of Talent has three primary *inputs to achieve the above mentioned goals:*

- **Input #1:** Attract, assess, & hire candidates who "fit" the LACS Portrait of an Effective Teacher.
- **Input #2:** Strengthen staff onboarding and collaboration with leaders/coaches to ensure effective teacher training, development, and connection with coaches within their first two weeks; measured by 90% of new staff feeling the Onboarding Process is effective (+)
- **Input #3:** In collaboration with leaders, develop and enhance (ongoing) the LACS leader & teacher training and development programs to ensure leaders and teachers are meeting the criteria as "highly effective" reflecting the year over year goals below.
  - By **SY24-25**, 45% of teachers are highly effective as rated on the LACS Teacher Effectiveness Rubric.
  - By **SY25-26**, 55% of teachers are highly effective as rated on the LACS Teacher Effectiveness Rubric.
  - By **SY26-27**, 65% of teachers are highly effective as rated on the LACS Teacher Effectiveness Rubric.

Core Competencies

Competency	What does this look like?
1. Flexibility	Candidates can easily adapt to change, remain productive under pressure, and thrive in uncertain situations. Candidates can demonstrate the ability to problem-solve, make decisions in the moment, and remain flexible to the changes in schedule, R&R, and general expectations that support student & organizational outcomes.
2. Coachability	Candidates can demonstrate the ability to reflect on past experiences with receiving and implementing feedback, adapting to changes, and seeking out learning opportunities. Candidates can demonstrate self-awareness, humility, and a willingness to learn and grow from peers and managers

Competency	What does this look like?
3. High bar/expectations for students & self	Candidates can create & execute high rigor lessons with confidence; promoting high belief that students can achieve exemplary work. Candidates can instruct with an absence of bias and openness of students opting out of giving their best effort in the classroom. Candidates can express high expectations of students verbally through general interviewing and coaching, and also model these expectations in their guest lesson. Candidates can describe past examples of an academic environment that lends itself to high levels of student learning, providing examples of transitions, procedures, and routines that have been used to create an engaged classroom. Candidates can demonstrate knowledge of the vocabulary of academic risks and academic rigor.
4. Clear purpose & "why?"	Candidates can articulate a clear and compelling "why" for what drives them to do this work on behalf of underrepresented students and families. Candidates can articulate a compelling "why" that demonstrates motivation, clarifies alignment with organizational norms and values, and shares external factors that drive their purpose in the work.

Teacher Compensation System (40% Complete)

- calculates projected salary based on YOE and Master's
- attempted % bonuses → flat rate bonuses

Next Steps:

1) compare current salaries to expected salaries
2) analyze gaps and propose transition phases to renorm
3) determine precise guidelines for achieving performance bonus structure
4) test these guidelines

Coaching Effectiveness Plan (Delayed)

Final Product(s): Coaching Rubric & Platform for Tracking Coaching Data

Expected Completion Date: June 30th, 2026

Key Input: SLT, All Leaders, Teachers

- What is the purpose of the coaching effectiveness plan? (SLT)
- Who should provide input on the rubric? (SLT)
- What platform should we use for tracking coaching data? (SLT)

Learning from Peers & Orgs

Project Component	Peer Support/Examples Referenced
Portrait of Effective Teaching	Knowledge Works
Evaluation System	Springfield Prep, Springpoint, Great Schools Partnership, University Prep
Recruitment & Readiness Plan	Success Academy, Holyoke Public Schools
Compensation System	University Prep (CO), KIPP MA
Coaching Effectiveness Rubric	

Questions or Feedback?

Coversheet

Vote on School Calendar 2025-26

Section: II. Academic Achievement
Item: B. Vote on School Calendar 2025-26
Purpose: Vote
Submitted by:
Related Material: 25-26 LACS Calendar.xlsx

Notice

The following file is attached to this PDF. You will need to open this packet in an application that supports attachments to pdf files, e.g. Adobe Reader:

25-26 LACS Calendar.xlsx