

MIDDLE STATES ASSOCIATION OF COLLEGES AND SCHOOLS  
COMMISSIONS ON ELEMENTARY AND SECONDARY SCHOOLS



# EXCELLENCE BY DESIGN

A Report of the Visiting Team for Accreditation  
by the Middle States Association of Colleges and Schools

**Christian Brothers Academy**  
**Syracuse, New York**

**November 5-8, 2017**

**Brother Joseph Jozwiak**  
**President**  
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**Principal**

**Ann Habershaw**  
**Chair of the Visiting Team**

## TABLE OF CONTENTS

	Page
Introduction	1
Organization for Growth and Improvement	3
<i>Internal Coordinators</i>	4
<i>The Planning Team</i>	5
<i>Role of the School's Leadership and Governance</i>	6
<i>The Plan for Institutionalizing a Planning Ethic</i>	7
<i>The Plan for Communication and Awareness</i>	8
<i>The Plan for Periodic Reviews</i>	9
Profile of the School	11
Profile of Student Performance	12
The School's Foundation Documents	15
<i>Mission</i>	15
<i>Beliefs</i>	16
<i>Profile of Graduates</i>	18
Profile of Organizational Capacity	22
<i>Mission Standard</i>	23
<i>Governance and Leadership Standard</i>	25
<i>School Improvement Planning Standard</i>	28
<i>Finances Standard</i>	31
<i>Facilities Standard</i>	34
<i>School Organization and Staff Standard</i>	37
<i>Health and Safety Standard</i>	40
<i>Educational Program Standard</i>	43
<i>Assessment and Evidence of Student Learning Standard</i>	46

<i>Student Services Standard</i>	49
<i>Student Life and Student Activities Standard</i>	51
<i>Information Resources Standard</i>	54
Plan for Growth and Improvement	57
<i>Student Performance &amp; Organizational Capacity Objectives and Action Plans</i>	57
Accreditation Recommendation	69
Next Steps	70
Summary and Closure	71
Visiting Team Roster	72

# INTRODUCTION

The Middle States Association of Colleges and Schools is a non-governmental, nonprofit, peer-administered organization of diverse educational institutions committed to ensuring that students in accredited schools are receiving the highest quality education. Additionally, the Association seeks to ensure that accredited schools are engaged in continuous growth and improvement efforts through effective leadership, a comprehensive program of self-study, evaluation by peer educators external to the school, meeting the requirements for accreditation, exemplary programs, and supportive services. For more than 125 years, the Association has provided leadership in educational quality and school improvement for its member schools in the United States and around the world.

The school that is the subject of this report selected the *Excellence by Design (ExBD)* self-study and accreditation protocol. *ExBD* is an accreditation protocol that uses strategic planning as a vehicle for growth and improvement in student performance and in the school's capacity to effect that growth. The protocol, developed by the Middle States Association Commissions on Elementary and Secondary Schools (MSA-CES), links various planning and school growth and improvement efforts. *Excellence by Design* leads the school to establish objectives for improving student performance and organizational capacity based on its vision of a preferred future for its students. Therefore, *Excellence by Design* is a future-oriented and visionary process. In addition, the protocol provides for a *continuous* review of programs and services and of the results of student performance. It also allows diverse constituent groups to participate in charting the future of the institution.

The purpose of *Excellence by Design* is to provide a framework and process to guide the school's efforts to achieve excellence in student performance and to achieve accreditation by the Middle States Association.

*Excellence by Design* also provides the framework for formally aligning all the work of the school to ensure that all of its efforts are coordinated and focused on achieving the school's mission. It is expected that this framework will accomplish the following purposes:

- Development of a sense of community and common purpose among the school's students and staff, and its community of stakeholders.
- A Plan for Growth and Improvement in student performance and the school's capacity to produce the levels of student performance expected by the school and its community of stakeholders.
- Greater cooperation between all of the school's stakeholders in identifying and implementing practices that have been demonstrated to lead to excellence in student performance and the organization's capacity to produce the desired levels of student performance.

Most importantly, this framework intends to develop in the school community of stakeholders an understanding that the school is part of a larger community of learners and that this community has agreed upon, supports, and accepts responsibility for assisting the school in achieving its Mission, Profile of Graduates, and Plan for Growth and Improvement in student performance and organizational capacity. This learning community understands that, by working together to articulate and align its efforts, it can achieve higher levels of excellence in student performance.

To be accredited through the *Excellence by Design* protocol, the school first must meet the 12 Middle States Association Standards for Accreditation. Second, the school, through a planning team of

representatives from the school's community of stakeholders, must identify areas of student performance that are the highest priorities for growth and improvement, measurable performance objectives, and a plan for achieving the objectives. The plan must also include the school's mission and the beliefs or core values that guide its decision making.

The Middle States Visiting Team is a group of professional educators appointed by the Middle States Association to visit the school. The purpose of the Team's visit is threefold. First, the Team determines whether the school meets the 12 Standards for Accreditation. Second, the Team determines if the school meets the requirements for a planning ethic and planning processes of the *Excellence by Design* protocol. Third, the Team reviews the content of the school's Plan for Growth and Improvement in student performance to determine the validity and clarity of the Plan together with the level of commitment to implementing the Plan and achieving its objectives expressed by the school's community of stakeholders.

#### **NOTE TO THE READERS OF THIS REPORT**

Readers of this report must be aware that the report is written, in part, as the Team's response to the school's self-study. Therefore, if readers need to see the specific information and data to which this Report responds, they should read the applicable section(s) of the Self-Study Document.

## ORGANIZATION FOR GROWTH AND IMPROVEMENT

A sound planning ethic and planning process are every bit as critical to achieving a school's goals for growth in student performance and the school's capacity to effect that growth as is a plan rich in content. An effective planning ethic and process address the essential question: "Does the school have the capacity, the will, and the systematic structures required to implement its plan and achieve its goals?" A fine plan full of great activities is only as strong as the ability and willingness of the school and its stakeholders to implement it.

While successful planning is reflective of an organization's context and culture, it should be visionary in describing what an organization wants to become and pragmatic in specifying the steps to reach that goal. Successful planning for growth and change has been described as a delicate balance between brave steps forward and reassuring steps to the side; between the recognition of the need for growth and a celebration of what already exists that is good, steady, and/or certain; between the bold, frequently scary, visions of future possibilities and the comfort with past and present successes.

When an institution seeks accreditation using the *Excellence by Design* protocol, it must commit to working toward establishing and maintaining a planning ethic within the school. A planning ethic means that planning for growth and improvement becomes part of what the school and its stakeholders do as much as providing programs, teaching, resources, services, and activities. A planning ethic requires continuous clarification of the school's unique mission, beliefs, profile of graduates, and student performance objectives. It requires that all of its processes are vision-driven. And it requires that the school is action-oriented by developing long-term strategic action plans that integrate programs, services, facilities, and support to address the school's growth needs.

In the *Excellence by Design* protocol, the school also makes a commitment to continuous growth and improvement. The school and its stakeholders should demonstrate that they are never satisfied with the status quo in terms of student performance, but are striving constantly to improve that performance. The setting and striving to achieve challenging growth goals should become a dynamic process in which the school develops the flexibility to revise and modify its plans to achieve its goals based on the results received from implementing those plans. As part of the accreditation process, the school should review the results of its efforts at least annually and willingly open its processes and results to review by its peers in the Middle States Association.

It is also essential for the school to commit to involving its stakeholders in meaningful ways in the setting of goals, developing plans to achieve and measure those goals, and the implementation of those plans. In a planning culture, the school strives to develop broad ownership of the planning process and the Plan for Growth and Improvement by the entire community by ensuring broad based knowledge and understanding of and support for the goals and the plans to achieve them.

In this section of its report, the Visiting Team provides observations and recommendations regarding the school's Organization for Growth and Improvement based on what was seen and heard during the Team's visit to the school.

## Leadership for Growth and Improvement

The primary role of the leadership and governing body of the school—those in positions of authority and influence within the school—in the school improvement process is to serve as the “champions” for developing a planning ethic and the growth and improvement process. Strategic planning experts have long held that champions are extremely important to the success of planning for growth and improvement in any organization. Because the a major goal of the self-study and accreditation process is to ensure that the school has a vision and a plan to achieve the vision that is accepted and supported by all, leaders must communicate publicly, clearly, and often that:

- the planning process is important for the future of the school and its students; and
- they will provide the leadership, resources, and support needed to make the process and the plan successful.

This critical role for leaders also applies to the heads and governing bodies of larger organizations of which the school may be a part. It is very difficult for an individual school within a larger system to plan strategically for improving student performance without the clear support and assistance of its parent organization. They, too, must “champion the cause.”

It is also important for the head of the school and at least one representative of the governing body to serve, when appropriate, on the Planning Team. However, in this role, the leaders should serve as “equals among equals” by serving on the Team as members with the same authority and influence as all other members of the Team. This is often a difficult role to take, because education organizations are typically organized as hierarchies, and the leaders are often expected to make the decisions in a “top down” manner. However, if the goal is to identify a mission and plan to achieve it that is “owned” by all the stakeholders of the school, the mission and plan must be developed through a grass roots level—bottom up, rather than top down.

### A. Internal Coordinators

A required component of the protocol is the appointment of a team of Internal Coordinators. The primary functions of the Internal Coordinators are to:

- Coordinate the school’s planning process and development of a plan for growth in student performance.
- Oversee planning and preparation for the Visiting Team.
- Prepare for the Mid-Term report.
- Provide the energy, enthusiasm, and expertise to move the process forward.

#### **The Visiting Team observed that:**

- Christian Brothers Academy demonstrates a strong commitment to the Middle States process and to continually plan for growth and improvement.
- The Internal Coordinator is a seasoned educator who demonstrates a strong commitment to the academy and the students. She has been in the position since 2009 and moved the process to

continue throughout the full term of accreditation focusing on enacting the action plans and evaluating their success in fulfilling the objectives.

- The Internal Coordinator culled broad participation from various stakeholders – the Board of Trustees, the Faculty, Parents and Students - for all aspects of this process.
- There are plans in place for the rotation of membership on the Planning Team and Action Plan Committees to ensure both a sustainable process as well as a means for integrating new and different perspectives.
- To inform the decisions of this Planning Team, the Internal Coordinator conducted surveys for each of four specific groups of stakeholders: the Board of Trustees, the Faculty, Parents and Students.
- Data gleaned from the survey groups was disseminated to all faculty and staff members for discussion in various meetings and Professional Development days.

### **The Visiting Team recommends:**

- The Implementation process and ongoing strategic planning process be clearly communicated as progress and/ or revisions are made.
- The Planning Team develop processes and/ or in-house surveys that are readily understood by the students and all stake holders and can directly assess progress.

## **B. The Planning Team**

A major commitment the school makes when seeking accreditation is to include a varied spectrum of the school's stakeholders in the process of continually defining a preferred vision, in developing the means to get closer to that vision, and in implementing the action plans developed by these stakeholders. In summary, it is expected that the Planning Team will be given the authority, resources, and support to:

- Develop the vision for the school by creating or reaffirming a statement of mission.
- Develop a set of beliefs to serve as the ethical code for the institution.
- Develop a profile of the knowledge, skills, and qualities the institution expects of its graduates.
- Identify the areas of student performance that are the priorities for growth and improvement.
- Oversee development of the action plans to achieve the performance objectives
- Monitor implementation of the action plans.
- Conduct a periodic review of the progress being made to achieving the objectives.

The protocol requires that the Planning Team includes a varied spectrum of the school's community of stakeholders. Because Middle States' member institutions are so varied in type and situation, Middle States does not prescribe what groups constitute a school's stakeholders. This is a local decision. However, the school's leadership and the Planning Team will be expected to provide a rationale for the composition of the Planning Team.

Because the school is committing itself to developing a planning ethic and a culture of continuous improvement, the Planning Team should be institutionalized. The institution must find ways to integrate the work of the Planning Team into the culture of the school and the work of the school. In most cases,

this will require a concerted effort and the opening to examination of how the institution thinks about institutional growth and improvement and who is responsible to lead it.

**The Visiting Team observed that:**

- Members of the Planning Team were purposefully selected to represent the broad spectrum of stakeholders.
- Based on survey results the Planning Team determined the objectives identified from surveys conducted during the self-study.
- These objectives were shared with the Action Plan Committees, who were tasked with developing their respective action plans.
- The Planning Team met monthly, or more often when needed, during the planning year and members cited discussions which ultimately evolved into their Middle States goals and objectives.
- Faculty members were aware of the Middle States process, surveys and results.
- The Action Plan Committees meet and plan to continue meeting as often as bi-monthly at least in the beginning stages to roll out and evaluate the action steps.
- The entire process of review and planning has been closely aligned with the school's Strategic Plan and Lasallian Assessment, in large part due to the purposeful alignment to Mission in all plans.

**The Visiting Team recommends:**

- Continue to work to include a broad cross-section of the faculty and staff in the Middle States process and the incorporation of a long-term planning process for growth and improvement.
- Faculty involvement in the planning process go beyond department-level planning to include plans for monitoring the implementation of the overall Plan for Growth and Improvement.

### C. Role of the School's Leadership and Governance

It is a school's formal leaders—those in positions of authority and influence within the school—who should serve as the primary “champions” for the planning process and the Plan for Growth and Improvement. Strategic planning experts have long held that champions are extremely important to the success of planning. Because a goal of the self-study and accreditation process is to develop a vision and a plan to achieve it that is accepted and supported by the entire community of the school, the school's leaders and governing body must communicate clearly and often that this process is important for the future of the school and its students, and that they will provide the leadership, resources, and support needed to make the process and the plan successful.

**The Visiting Team observed that:**

- Christian Brothers Academy's Leadership Team is comprised of a President, Principal, three Assistant Principals - for academics, student affairs, junior high – and heads of various departments.
- The entire Leadership Team was actively involved in the Middle States on the Planning Team,

providing input, information, advice as well as funding and staff support to both the Internal Coordinator and the Planning Team.

- Stakeholders were empowered to drive the process and the building principal has made it abundantly clear he will work to support the objectives developed by the Planning Team and the action plans of the Actions Plan Committees.
- Both Professional Development and instructional time was utilized to ensure that all students participated in the self-study process through the completion of an extensive survey.

#### **The Visiting Team recommends:**

- Continue the levels of support necessary to complete the action plans and achieve the stated objectives.

#### **D. The Plan for Institutionalizing a Planning Ethic**

A sound planning ethic is critical to achieving the school's mission, its objectives for growth and improvement in student performance and organizational capacity, and to its capacity to effect the intended growth. An effective planning ethic addresses the essential question: "Does the school and its community of stakeholders have the capacity, the will, and the systematic structures and processes required to develop and implement its plan and achieve its objectives?" A fine plan full of great activities is only as strong as the ability and willingness of the school and its stakeholders to implement it.

While successful planning is reflective of the school's context and culture, it should be visionary in describing what the school and its stakeholder community want for their students and pragmatic in specifying the steps to reach that goal. Successful planning for growth and improvement has been described as a delicate balance between brave steps forward and reassuring steps to the side; between the recognition of the need for growth and a celebration of what already exists that is good, steady, and/or certain; between the bold, frequently scary, visions of future possibilities and the comfort with past and present successes.

When a school seeks accreditation using the *Excellence by Design* protocol, it must commit to working toward establishing and sustaining a planning ethic within the school. A planning ethic means that planning for growth and improvement becomes part of what the school and its community of stakeholders do as much as teaching, and providing programs, resources, services, and activities. A planning ethic requires continuous clarification of the community's unique mission, beliefs, Profile of Graduates, and student and organizational performance goals. It requires that all of its processes are vision-driven. And it requires that the community is action-oriented by developing and implementing long-term, strategic action plans that integrate programs, services, facilities, and support to address the school's growth objectives.

In the *Excellence by Design* protocol, the school also makes a commitment to continuous growth and improvement. The school and its stakeholders should demonstrate that they are never satisfied with the status quo in terms of how their students perform but are striving constantly to improve the levels of performance. The setting of and striving to achieve challenging growth objectives should become a

dynamic process in which the school develops the flexibility to revise and modify its plans to achieve its objectives based on the results received from implementing those plans. As part of the accreditation process, the school must review the results of its efforts periodically and open its processes and results willingly to review by its peers in the Middle States Association.

A planning ethic also requires the school to commit to involving its stakeholders in meaningful ways in the setting of objectives, developing plans to achieve and measure those objectives, and the implementation of those plans. In a planning culture, the school strives to develop broad ownership of both the planning process and the Plan for Growth and Improvement by the entire community by ensuring broad based knowledge and understanding of and support for the objectives and the plans to achieve them.

A planning ethic that provides significant roles for the stakeholders of the school also has the effect of sharing among the stakeholders responsibility for the success of any planning for growth and improvement. *Excellence by Design* builds such roles and responsibilities into the self-study and planning processes. Therefore, if implemented faithfully, *Excellence by Design* can provide the school with the vehicle it needs to build sustainability into its planning for growth and improvement, because ownership of and responsibility for the success of the planning process and the plan for growth and improvement no longer rest with one person (the head of the school) but with all of the school's stakeholders.

#### **The Visiting Team observed that:**

- Plans for monitoring implementation and efficacy of the action plans are present.
- The Board of Trustees confirmed the existence of an effective strategic planning process which complements the work from the Middle States process. This focus on planning will be continually revisited in hopes of continuing growth and improvement for the academy.
- A feasibility study is being developed to provide insight regarding further academy improvements.
- Of note and to be commended is that all planning – Middle States, Strategic Planning, Lasallian Assessment and the Feasibility Study are all interwoven as they all use the Mission and Vision as their starting point and lens.

#### **The Visiting Team recommends:**

- Increased opportunities for communication with all stakeholder groups regarding the evolution of an ongoing strategic planning process and the current Middle States process demonstrating the intent of continued striving for academy improvement.
- While recognizing Christian Brothers Academy's many successes is pervasive, specifically look for ways to celebrate the school's successful completion of the Middle States planning process and the ongoing work done by the Planning Teams on the Action Plans.
- In further accreditation processes it may be beneficial to include the 7<sup>th</sup> and 8<sup>th</sup> grade.

## **E. The Plan for Communication and Awareness**

An important factor in increasing the likelihood that a school will achieve the goals it has set in its Plan for Growth and Improvement is to ensure broad ownership of the planning process and the Plan for Growth and Improvement across the entire school and its stakeholder community. This is accomplished by ensuring broad based knowledge and understanding of and support for the school's performance objectives and the plans to achieve them.

Therefore, an important element of the planning process is communicating with the school's staff, students, governing board, and other stakeholders to ensure they are aware of the requirements of the *Excellence by Design* protocol, the school's planning process, Mission, objectives, action plans and, eventually, its accomplishments as it implements its plan. The communication process should include means for obtaining from the members of the school's stakeholder community input and feedback regarding the products of the planning process (i.e., mission, objectives, action plans). Stakeholders cannot support and take ownership in what the school is doing unless they first know about it and are invited to join in the process.

The primary purpose of communication is to develop a critical mass within the school's community of stakeholders with knowledge about, understanding of, and support for the planning process and the Plan for Growth and Improvement in student learning and the organization's capacity to produce learning at the level expected.

**The Visiting Team observed that:**

- Communication of the work and progress of the Planning Team to stakeholders is accomplished through the academy's website and various newsletters and school communications.
- There are plans to publish the finalized Objectives on the website.
- Full communication with and participation from the Board of Trustees was noted.

**The Visiting Team recommends:**

- The school share more specific information regarding the planning and implementation processes to ultimately invite and allow constituents to be more actively involved in shaping a future of success for Christian Brothers Academy. This may increase participation by stakeholders whose participation has been limited up to this point.

## F. The Plan for Periodic Reviews of the Plan for Growth and Improvement

In order to institutionalize a planning ethic, continuous growth and improvement in student and organizational performance must become a way of life within the school. It must be an ongoing, dynamic, and "evergreen" process. It is expected and required that the Plan for Growth and Improvement that is developed and presented for accreditation will be implemented faithfully over the length of the accreditation term.

Consequently, *it should be anticipated, and it should be expected* that implementing the activities of the action plans and gathering the results of the assessments used to measure the student and

organizational performance objectives will indicate there is a need to revise the action plans regularly based on what is working and what is not.

Therefore, the *Excellence by Design* protocol includes the requirement that the school conducts formal reviews of the action plans and the progress being made toward achieving the performance objectives and that reviews are conducted periodically but, as a minimum, at least once annually.

**The Visiting Team observed that:**

- The plan for periodic review of the Plan for Growth and Improvement will involve the current members of the Middle States Planning Team, academy leadership and the Board of Trustees.
- The Planning Team intends to reconvene yearly, more frequently if needed, to review the strategic goals identified within the plan and assess how well the action plans are being implemented.
- More frequent informal assessment is also planned.
- Planning Team will revise the work as items are accomplished or conditions warrant changes.

**The Visiting Team recommends:**

- The planning team include all stakeholders on a yearly update of progress.

**THE VISITING TEAM’S RECOMMENDED MONITORING ISSUES**

**Recommended Monitoring Issues**

**In this section, the Team lists any aspects of the school's organization and processes for implementing its Plan for Growth and Improvement that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent but that are met only partially and are either in need of completion or improvement. Monitoring issues must be addressed satisfactorily by the mid-term of the school’s accreditation.**

Requirement of the Protocol	Recommended Action
NONE	

## THE PROFILE OF THE SCHOOL

The Profile of the School describes the school and the context in which the school exists and does its work. It presents a portrait of the school’s community(ies) and the “distinctive personality” and the unique characteristics of the school. The Profile presents contextual information that establishes a “developmental snapshot” of where the school is in its efforts to achieve its Mission and to ensure the highest levels of student performance.

The Profile of the School includes information and data that describe the school and the context in which the school exists. The Profile also helps the school and its community of stakeholders understand the school’s Mission, and describes the opportunities for and challenges to the school as it seeks to achieve its Mission. The Profile includes descriptions of the:

- Community, its schools, and its traditions;
- History of the school;
- Social and economic characteristics of the community, its constituencies, and its schools;
- Climate for teaching and learning in the school;
- Number and qualifications of the professional and support staffs; and
- Number and characteristics of the student population

The data and information contained in the Profile of the School are not evaluated by the Visiting Team. Instead, the Profile serves two purposes:

- To ensure that the members of the Planning Team have a common knowledge base about the history and current status of the school in those areas on which the accreditation of the school will focus; and
- To “introduce” members of the Visiting Team to the school, and as such, the Profile provides one of the lenses through which Team members will view and evaluate the school. Thus, the Profile section should provide sufficient information about the school and its students’ performance to build and enhance Team members’ awareness and understanding of the total milieu in which the school exists and operates.

Readers of this report are advised to read it in conjunction with the Self-Study Document prepared by the school. The Self-Study Document provides the information and data the Visiting Team uses as the starting point for its evaluation of the school. Therefore, not all of the details included in the Self-Study Document are repeated in the Team's report.

<b>Head of School</b>	Brother Joseph Hozwiak, FSC, President; Matthew Keough, Principal
<b>Internal Coordinator(s)</b>	Marijane Finlay
<b>Number of Students</b>	778
<b>Grade Levels Evaluated</b>	9-12
<b>Additional Locations/ Branch Campuses visited (if any):</b>	

## THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS – PROFILE OF THE SCHOOL

### Observations

**In this section, the Visiting Team shares any general observations and/or areas of strength regarding the school's Profile of the School and how the Profile defines the school and its priorities for improving student performance.**

- The school's long history (1900) has created a strong alumni base who are supporters of the school.
- Traditions are continued with today's students.
- The leadership and governance of the school has a realistic view of the challenges facing their future.
- The leadership has been aggressive in educating faculty, staff and other constituents in the Lasallian mission and vision.
- Nearly 100% of graduates attend college; SAT scores are above average; results of AP exams are commendable
- The Middle States Plan, the Strategic Plan, and the Lasallian Mission Assessment Report are cohesive.
- The school's enrollment is at capacity.

### Recommendations

**In this section, the Visiting Team lists any recommendations how the school can capitalize on or respond to the Profile of the School to improve its efforts to achieve its Mission and to achieve its Plan for Growth and Improvement. Recommendations are suggestions and ideas of the Visiting Team, but the school is not required to accept or act on them.**

None

## PROFILE OF STUDENT PERFORMANCE

The Profile of Student Performance includes the following information and data that describe the levels of student performance on assessments that are most respected by the members of the school's community of stakeholders, valued by the school's professional staff, and/or required by the state or federal governments. The Profile includes:

- Data for standardized academic assessments.
- Data for school-based academic assessments.
- Data for achievement indicators such as graduation rate, college rigorous courses, college acceptance, etc.
- Data for citizenship measures such as attendance, promptness, discipline, etc.
- Data for state academic assessments, if applicable.

Collecting and tracking data that describe how well the school's students are performing in the areas that are normally used by the school's community of stakeholders to determine if the school is accomplishing its mission is important for the following reasons:

- The school needs these data to determine if it is making progress toward achieving its mission;
- The school needs these data to determine if its graduates are meeting the expectations expressed in the school's Profile of Graduates;
- The school needs these data to help it determine in which areas of student performance there are the largest gaps between what is expected and how student are performing and, therefore, what the focus of the school's Plan for Growth and Improvement should be.

## THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS – PROFILE OF STUDENT PERFORMANCE

### Observations

**In this section, the Visiting Team shares any general observations and/or areas of strength regarding the school's Profile of Student Performance and how the profile defines the school and its priorities for improving student performance.**

SAT scores, results of Regents examinations, and AP scores are commendable.

Students reported that older brothers and sisters find college courses to be less challenging than those at CBA.

Students and parents spoke of the availability of teachers to assist students before and after school and during free time.

A diversity of courses is offered.

### Recommendations

**In this section, the Visiting Team lists any recommendations how the school can capitalize on or respond to the Profile of Student Performance to improve its efforts to achieve its Mission and to achieve its Plan for Growth and Improvement. Recommendations are suggestions and ideas of the Visiting Team, but the school is not required to accept or act on them.**

None

## THE SCHOOL'S FOUNDATION DOCUMENTS: MISSION, BELIEFS, AND PROFILE OF GRADUATES

The foundation for an effective plan for improving student performance and the organization's capacity to achieve the levels of performance desired and expected is established by the school's Mission, Beliefs, and Profile of Graduates. These foundational documents answer the following questions:

- *What is our vision for a better future for the children of our school?*
- *What beliefs or core values will guide our journey?*
- *What will our students have to know, be able to do, and to demonstrate for us to achieve our mission?*

### A. MISSION

A school's Mission should reflect the deepest desires of the school's community of stakeholders for what they want the school to become—its future in terms of what it will do for its students. The mission expresses what the adults in the school community commit themselves to doing for the benefit of the students.

A mission statement should describe in broad and visionary terms what the school is striving to become. A mission should be outcome-based, providing clarity regarding the school's audience (whom it serves), its action (what it commits to doing for its audience), its aim (the purposes for which it exists), and its means (how, in broad terms, it will achieve its purposes).

It is not appropriate for a Visiting Team to determine whether the school's Mission is the right or wrong mission for the school or a good or bad mission. Nor is it appropriate for the Team to require changes to the Mission.

A Visiting Team will, however, offer an objective perspective regarding whether any elements of the Mission are unclear or seem inconsistent or incomplete. The Team will also try to ascertain whether the school's community of stakeholders support the Mission and are "walking the talk." It is then for the school to decide if the Team's comments are legitimate and relevant. It is in this spirit that the following observations on the school's mission.

#### **The school's Mission is:**

Christian Brothers Academy is a Catholic, Lasallian, college preparatory school serving young men and women of diverse faiths and cultures.

The administration, faculty, staff, and the entire CBA family provide students with a safe, nurturing environment that fosters spiritual, intellectual, physical, emotional, and social growth.

CBA challenges students to achieve excellence in all aspects of their lives, encouraging them to live as

moral, responsible, contributing, and successful members of society.

**What is the aim or purpose of the school as stated in the Mission?**

To provide students with a safe, nurturing environment that fosters spiritual, intellectual, physical, emotional, and social growth

**What is the means the school will use to accomplish its Mission?**

By challenging students to achieve excellence in all aspects of their lives, encouraging them to live as moral, responsible, contributing, and successful members of society.

**To what extent do the school's stakeholders know, understand, and support the school's Mission?**

The mission is posted in every classroom. Plans have been made to post the mission more obviously in the main entrance. Students, faculty, parents, and board members all spoke of mission during the visiting team's meetings with them. The mission is included in school publications.

**B. BELIEFS**

Statements of belief serve as the foundation of a strong strategic plan. They are the formal expression of a school's fundamental values and serve as its ethical code. Beliefs describe the moral character of a school. In a planning process involving diverse stakeholder groups, they represent the composite of the personal values held by individual planning team members.

Because beliefs are a matter of faith, not a matter of fact, they express the school's overriding convictions, its inviolate commitments. They outline what members of the school's community of stakeholders are willing to "go to the mat" defending. Because beliefs identify the "line in the sand," they can be used as a lens through which to examine the worthiness of the school's potential decisions or future actions.

Only members of the school community can identify their deeply held beliefs. A Visiting Team can, however, offer an objective perspective on what is unclear or seems inconsistent or incomplete in the school's Beliefs. Ultimately, however, it is the school that has to decide if the Team's comments are legitimate and relevant. It is in this spirit that the following observations on the school's Beliefs are made.

**The school's Beliefs are:**

Christian Brothers Academy is an educational community, which finds its inspiration in four traditions:

- The Catholic Tradition
- The Lasallian Tradition

### The Liberal Arts Tradition

#### The American Tradition

From these traditions, our educational community derives a basic set of beliefs about the human person which give meaning and purpose to the various approaches to schooling taken at CBA.

### The Catholic Tradition

As an educational community in the Catholic tradition, Christian Brothers Academy seeks to bring its students to a recognition and acceptance of the “Good News” that Jesus the Christ is indeed THE model of what it means to be a human person. Particular qualities of Jesus which CBA undertakes to nurture in its students are the following:

A SENSE OF THE SACRAMENTAL; that is, an awareness of the Divine Presence being revealed in persons, in creation, and, in a special way, in religious word, symbol, and ritual.

A SENSE OF OBEDIENCE; that is, a careful listening for God’s promptings which are to be heard “spoken” in experiences of persons and circumstances.

A SENSE OF COMPASSION; that is, a love for life born of sensitivity to the interconnectedness of all creatures by reason of their common Creator.

### The Lasallian Tradition

As an educational community in the Lasallian tradition, we see in the person of Saint John Baptist de La Salle, Founder of the Christian Brothers and Patron Saint of Teachers, three kinds of commitment which seem especially important to be fostered in the students of Christian Brothers Academy. They are:

A COMMITMENT TO EDUCATION; that is, an acceptance of life-long learning, both formal and informal, as a path leading to fulfillment for the human person.

A COMMITMENT TO COMMUNITY; that is, an acceptance of a person’s responsibility to contribute to both the intentional and circumstantial communities of which he or she is a member-- for example, family, parish, school.

A COMMITMENT TO THE GOSPEL; that is, an acceptance of Jesus’ “Kingdom- Proclamation” that this world of ours, so torn by violence, alienation, and poverty, can, should, and will instead be a world characterized by “shalom,” that is, a world of peace based on justice.

### The Liberal Arts Tradition

As an educational community which refers to itself as an “academy,” we consider ourselves to be inheritors of a tradition focal to western civilization; namely, the tradition of the liberal arts education. From this tradition are derived the following convictions transmitted to the students of Christian Brothers Academy:

The CONVICTION that in the “disciplines” of the arts and sciences the person can discover methods for solving problems which human society has a knack for creating, and for engaging the mysteries out of which Divine Wisdom has fashioned our universe. The CONVICTION that self-centeredness and any sort of parochialism are inconsistent with the breadth of vision nourished by exposure to the liberal arts.

The CONVICTION that the knowledge and skills one acquires from the liberal arts education are to be used for the purpose of leadership in the service of others.

## The American Tradition

As an educational community blessed to have developed in the United States, we cannot help but have absorbed values which account for the greatness of this nation. Primary among these values is respect for the individual. Expressive of such respect are the following characteristics of the American spirit which the students of Christian Brothers Academy are enabled to acquire:

A SPIRIT OF FAIRPLAY; that is, a way of living which acknowledges the presence of rules which apply to everyone, not just to a few.

A SPIRIT OF GENEROSITY; that is, a way of living which is ready to respond to the needs of those who, for whatever reason and in whatever way, are less fortunate.

A SPIRIT OF OPENNESS; that is, a way of living which is comfortable with differences and challenged by possibilities.

This series of fundamental beliefs serves as directions which seem to go to the very heart of what the educational community we call Christian Brothers Academy has been, is now, and will be about. The “vision” of the human person which these twelve directions create is, of course, an ideal. While this ideal might take an individual a lifetime to attain, it is not by that fact unrealistic.

**To what degree do the school’s Beliefs meet the criteria of the *Excellence by Design* protocol? If they do not meet the criteria, explain why.**

The school’s beliefs do not meet the criteria in that they are not succinct and they do not begin with “we believe that..” They were formulated many years ago and have been submitted for previous Middle States processes. They do flow from the Mission and are organized around four traditions: the Catholic Tradition, the Lasallian Tradition, the Liberal Arts Tradition, and the American Tradition. They embrace beliefs concerning education, community, and the following of the gospel.

**How well do the school’s Beliefs represent what the Team heard from the school’s stakeholders?**

Stakeholders articulate the importance of quality education, sense of community, and service. There is a strong sense that students “can be who they are and still be accepted”.

**To what extent do the school’s stakeholders know, understand, and support the school’s Beliefs of core values?**

The belief statements are not printed in any school publications; therefore, stakeholders are not aware of them. They do, however, know and understand these values as being part of their school.

## C. PROFILE OF GRADUATES

The Profile of Graduates provides the answer to the following question: When our students have completed our entire educational program and have had the benefit of the services and activities provided by the institution and its community:

- What do we expect them to know?
- What do we expect them to be able to do with what they know?
- What qualities or characteristics do we want them to demonstrate?

A Profile of Graduates:

- Describes the students at the point of exit from the institution.
- States the values, achievement, and readiness that each student will manifest upon graduation.
- Should be considered both as a Bill of Rights and set of corresponding responsibilities for students, faculty, staff, administration, and the institution's community.
- Defines the outcomes each and every student will attain if the mission is operative and appropriately translated into programs and services.

A Profile of Graduates serves to:

- Translate the identity, vision, and values expressed in the beliefs and mission into statements that describe student outcomes.
- Translate and transform concepts from the ideal and global to specific expression in the development of a student in the institution.
- Give expression to what the mission means in the operational life of the institution.
- Define an outline or shape each student is expected to grow into regardless of specific courses taken or post-graduation plans.
- Provide a concrete reference point for faculty, staff, and the institution's community when designing curriculum, instructional experiences, service programs, auxiliary resources, and student and family services.

**The school's Profile of Graduates is:**

The commitment of Christian Brothers Academy to its students is reflected in our Mission: To nurture our students towards achieving excellence in all aspects of their lives. As our students graduate, they will continue to build upon the foundations developed at CBA. They will continue to grow: intellectually, emotionally, and in faith. In describing our ideal graduates, we commit to assisting our students grow and develop so that they mature into confident, strong, spiritual young men and women who will contribute positively to the community; act always for the greater glory of God; and be prepared to meet the challenges they face with confidence.

The ideal graduates of Christian Brothers Academy will:

I. Be intellectually capable and accomplished:

By the time of graduation, CBA students will have faced a challenging curriculum that will prepare them for further learning, enabling them to think critically and express themselves through written and oral communication. The graduates will have identified and developed strengths and interests. The graduates will also have learned to achieve the best they can in areas of relative weakness, and will continue to

challenge themselves. Further, the graduates will have had experiences outside of the classroom that have enriched and developed them into more well-rounded individuals.

#### II. Act with integrity and emotional maturity:

By the time of graduation, CBA students will act in a fair and respectful manner in their interactions with others. CBA graduates will accept responsibility for their actions. They will be familiar with how to engage in a healthy lifestyle.

#### III. Be committed to act in a socially just manner and to serve those in need:

By the time of graduation, CBA students will demonstrate an awareness of current global social issues. They will seek to be understanding and open to others' differences and needs. They will demonstrate an understanding of the Catholic and Lasallian imperatives to help those who suffer and are in need, and will have participated in Christian service to others in the community.

#### IV. Continually develop spiritually and in faith:

By the time of graduation, CBA students will demonstrate knowledge of the charism and traditions of St. La Salle. They will know the tenets and traditions of the Catholic faith, and will have familiarity with and respect for other religions. They will demonstrate a solid and loving relationship with God.

#### **To what degree does the Profile of Graduates express:**

- **What the school expects its graduates to know?**
- **What the school expects its graduates to do with what they know?**
- **What qualities or characteristics the school expects its graduates to demonstrate?**

The school expects students to be intellectually capable in academic areas as well as in Catholic faith. They are expected to act with integrity and to use what they know in service to others. Graduates should act in a socially just manner.

#### **To what extent do the school's stakeholders know, understand, and support the school's Profile of Graduates?**

The visiting team did not observe the posting of the Profile of the Graduates in any school publication. Stakeholders do know and support the concepts expressed in the Profile, but are not aware of the document.

## **THE VISITING TEAM'S RECOMMENDATIONS—FOUNDATION DOCUMENTS: MISSION, BELIEFS, AND PROFILE OF GRADUATES**

### **Recommendations**

**In this section, the Team lists any recommendations to the school regarding how it can improve its Mission, Beliefs, and/or Profile of Graduates. Recommendations are suggestions and ideas of the Visiting Team, but the school is not required to accept or act on them.**

Making stakeholders more aware of all Foundation Documents may prove beneficial. The Mission is clearly articulated among stakeholders. Understanding will be enhanced by seeing how the other documents further clarify the Mission.

Creating documents that are more succinct may increase awareness and understanding.

**Recommended Monitoring Issues**

**In this section, the Team lists any requirements for the Mission, Beliefs, and/or Profile of Graduates that require monitoring. Monitoring issues refer to elements of Mission, Beliefs, and Profile of Graduates required by the protocol that are not completely absent but are met only partially and are either in need of completion or improvement. Monitoring issues must be corrected by mid-term in the school’s accreditation.**

Requirement of the Protocol	Action Recommended
NONE X	

**Recommended Stipulations**

**In this section, the Team lists requirements for the foundational documents (Mission, Beliefs, and Profile of Graduates) that are entirely absent and, therefore, the school does not meet. Such requirements must be added as a stipulation to the school’s accreditation.**

Requirement of the Protocol	Action Recommended
NONE X	

## THE PROFILE OF ORGANIZATIONAL CAPACITY

The Profile of Organizational Capacity provides information and data that portray the school's capacity to produce the levels of student performance the school and its community of stakeholders desire and expect. The Profile consists of the results of a self-assessment of the school's adherence to the Middle States Standards for Accreditation.

The twelve Standards for Accreditation reflect research-based best practices for quality in schools. The Standards also represent the organizational "building blocks" that need to be in place to produce high levels of student performance. The self-assessment leads to identifying the school's strengths and areas in need of improvement.

The Profile also provides those responsible for developing the school's Plan for Growth and Improvement with a good understanding of the current status of the school.

### Standards for Accreditation for Schools

- Standard 1: Mission
- Standard 2: Governance and Leadership
- Standard 3: School Improvement Planning
- Standard 4: Finances
- Standard 5: Facilities
- Standard 6: School Organization and Staff
- Standard 7: Health and Safety
- Standard 8: Educational Program
- Standard 9: Assessment and Evidence of Student Learning
- Standard 10: Student Services
- Standard 11: Student Life and Student Activities
- Standard 12: Information Resources

## MISSION STANDARD FOR ACCREDITATION

*(Indicators 1.1-1.6)*

**The Standard:** The school has a clearly written and actively implemented statement of mission that conveys the general and specific purposes of its educational program, expresses expectations for quality, and serves as the basis for daily operational and instructional decision making as well as long-range planning. Stakeholders give input into the development of the school’s mission and understand and accept it. This document is aligned with the community served and is reviewed periodically by stakeholder representatives.

### A. THE VISITING TEAM'S ASSESSMENT OF THE SCHOOL'S ADHERENCE TO THIS STANDARD FOR ACCREDITATION

X	It is the Visiting Team's assessment that the school <b>MEETS</b> this Standard for Accreditation.
	It is the Visiting Team's assessment that the school <b>DOES NOT MEET</b> this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section C, below.

### B. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT

Evidence	Visiting Team
Data from Observations and Interviews	X
The school’s Mission	X
Samples of publications that communicate the mission to the school’s community of stakeholders	X
Marketing, recruitment, and admissions materials	X
Address of the school’s website	X
Policies related to the Mission	X

### C. THE VISITING TEAM’S OBSERVATIONS AND RECOMMENDATIONS

#### Observations

**In this section, the Team lists 1) any general observations regarding the degree to which the school meets this Standard and/or its Indicators of Quality and 2) any areas in which the school exceeds the requirements of this Standard and/or its Indicators of Quality.**

**The Visiting Team observed that:**

- The Mission is posted in every classroom and in other areas of the school.
- Every stakeholder group mentioned mission in their conversations with team members.

**The Visiting Team determined that the school exceeds the expectations of this Standard in the following ways:**

- The mission of CBA is closely linked with the Lasallian mission and is clearly seen as a responsibility of stakeholders.

### Recommendations

**In this section, the Team lists any recommendations to the school regarding how it can improve the degree to which it meets the requirements of this Standard and/or its Indicators of Quality. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.**

**The Visiting Team recommends:**

- No recommendations

### Recommended Monitoring Issues

**In this section, the Team lists any requirements of this Standard and/or its Indicators of Quality that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent but that are met only partially and are either in need of completion or improvement. Monitoring issues must be addressed satisfactorily by the mid-term of the school’s term of accreditation.**

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

### Recommended Stipulations

**In this section, the Team lists any requirement(s) of this Standard and/or its Indicators of Quality the school does not meet and, therefore, must be added as a stipulation to the school’s accreditation.**

No.	Requirement of the Standard or Indicator	Recommended Action
	NONE	

## GOVERNANCE AND LEADERSHIP STANDARD FOR ACCREDITATION

*(Indicators 2.1-2.39)*

**The Standard:** The school is chartered, licensed, or authorized by a state, nation, or authority that operates in the public interest. The governance and leadership ensure the integrity, effectiveness, and reputation of the school through the establishment of policy, provision of resources, and assurance of a quality educational program. The governance and leadership act ethically and consistently to assure an atmosphere of mutual respect and purposeful effort on behalf of students and their learning. School leaders foster a productive environment for teaching and learning, timely and open communication with stakeholders, and the vision necessary for day-to-day operations and long-term planning.

### A. THE VISITING TEAM'S ASSESSMENT OF THE SCHOOL'S ADHERENCE TO THIS STANDARD FOR ACCREDITATION

X	It is the Visiting Team's assessment that the school <b>MEETS</b> this Standard for Accreditation.
	It is the Visiting Team's assessment that the school <b>DOES NOT MEET</b> this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section C, below.

### B. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT

Evidence	Visiting Team
Data from Observations and Interviews	X
Job descriptions for the head of the institution and other key administrative personnel	X
Appraisal tool and/or description of the process used to appraise the performance of the head of the institution	X
Chart of lines of authority/responsibilities	X
Sponsorship Covenant	X
Board of Trustees Agendas, Committee Assignments	X
Strategic Plans and Feasibility Study	X
Policies related to governance and leadership	X
<b>For independent, non-public, and proprietary institutions only</b>	

Names, addresses, and organizational position of the institution’s owners	
Names, address, affiliation of the members of the board of governance	X

## C. THE VISITING TEAM’S OBSERVATIONS AND RECOMMENDATIONS

### Observations

**In this section, the Team lists 1) any general observations regarding the degree to which the school meets this Standard and/or its Indicators of Quality and 2) any areas in which the school exceeds the requirements of this Standard and/or its Indicators of Quality.**

**The Visiting Team observed that:**

- Christian Brother Academy is incorporated and operates under a charter recognized and on file with the New York State Education Department.
- The academy is governed by a board of trustees that has approved bylaws and is comprised of not more than twenty-five (25) elected members and nine (9) designated members and any number of Honorary Trustees.
- There are clear term limitations and a specific plan for continuity for membership succession with a vibrant pool of potential candidates for membership.
- The Board of Trustees meets 4 times a year with an executive committee comprised of the president the secretary, treasurer, chair that meets monthly.
- Administrators attend board meetings and serve as integral members of the various committees.
- All administrative positions have job descriptions that are current, and receive evaluations on a regular basis (the President is evaluated by the Board of Trustees, Principal is evaluated by the President, and the Assistant Principals are evaluated by the principal).
- Board members are present at school functions throughout the year including athletic and extracurricular activities, Advancement activities and more.
- There is a positive, productive and supportive relationship evident between the Leadership Team and the Board of Trustees.

**The Visiting Team determined that the school exceeds the expectations of this Standard in the following ways:**

- Members of the Board of Trustees have deep roots and connections to Christian Brothers Academy and demonstrate a true dedication to ensuring both the Lasallian and Academy’s mission and vision are lived out.
- The establishment of a collaborative and supportive working relationship between President and Principal has been extremely successful and is perceived by stakeholders as successful.

### Recommendations

In this section, the Team lists any recommendations to the school regarding how it can improve the degree to which it meets the requirements of this Standard and/or its Indicators of Quality. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.

The Visiting Team recommends:

- Consider improving communication of Professional Development opportunities for teachers as well as soliciting input from teachers as to their needs and areas of interest.
- Continue to implement and improve the President / Principal model in light of the strong mandate to continue the Lasallian Mission and Vision into the future.

### Recommended Monitoring Issues

In this section, the Team lists any requirements of this Standard and/or its Indicators of Quality that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent but that are met only partially and are either in need of completion or improvement. Monitoring issues must be addressed satisfactorily by the mid-term of the school’s term of accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
X	NONE	

### Recommended Stipulations

In this section, the Team lists any requirement(s) of this Standard and/or its Indicators of Quality the school does not meet and, therefore, must be added as a stipulation to the school’s accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
X	NONE	

## SCHOOL IMPROVEMENT PLANNING STANDARD FOR ACCREDITATION

*(Indicators 3.1-3.8)*

**The Standard:** The school uses a collaborative process to develop and implement a written strategic or long-range plan to improve its educational program and services. Plans are aligned with the school's mission and its operational plans, and are focused on continuous improvement of student performance, staff professional and organizational growth.

### A. THE VISITING TEAM'S ASSESSMENT OF THE SCHOOL'S ADHERENCE TO THIS STANDARD FOR ACCREDITATION

X	It is the Visiting Team's assessment that the school <b>MEETS</b> this Standard for Accreditation.
	It is the Visiting Team's assessment that the school <b>DOES NOT MEET</b> this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section C, below.

### B. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT

Evidence	Visiting Team
Data from Observations and Interviews	X
Strategic and/or long-range plan	X
Development/institutional advancement plan	X
Enrollment plan	X
Policies related to school improvement planning	

### C. THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

#### Observations

**In this section, the Team lists 1) any general observations regarding the degree to which the school meets this Standard and/or its Indicators of Quality and 2) any areas in which the school exceeds the requirements of this Standard and/or its Indicators of Quality.**

**The Visiting Team observed that:**

- Christian Brothers Academy has developed a rolling strategic plan that has been heavily focused on physical plant improvements.
- The Board of Trustees has a robust committee structure, regularly reviews the Strategic Plan and has been integral in the Middle States planning process.
- Recently, the Board of Trustees undertook a feasibility study to assist in planning for their future.
- A strong Advancement Team is evident and will be necessary to support the varied plans.

**The Visiting Team determined that the school exceeds the expectations of this Standard in the following ways:**

- The Board of Trustees is focused and invested in updating the strategic plan so that strategies for student success can be clearly articulated and followed by the board, administration, faculty, and staff.
- The Middle States Planning Team is kept intact for continued evaluation and implementation of action plans.
- The Board position of starting first with the academy’s mission and vision led to a cohesive, well meshed plan for growth and improvement in all areas of planning.

### Recommendations

**In this section, the Team lists any recommendations to the school regarding how it can improve the degree to which it meets the requirements of this Standard and/or its Indicators of Quality. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.**

**The Visiting Team recommends:**

- Christian Brothers Academy continue the work on their comprehensive strategic plan and feasibility study allowing for continued effective implementation and to find ways to disseminate this information regularly to stakeholders.
- The Planning and Action Teams continue their impressive goal to meet on a regular basis to monitor the implementation and evaluation of the Objectives and Action Plans.

### Recommended Monitoring Issues

**In this section, the Team lists any requirements of this Standard and/or its Indicators of Quality that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent but that are met only partially and are either in need of completion or improvement. Monitoring issues must be addressed satisfactorily by the mid-term of the school’s term of accreditation.**

No.	Requirement of the Standard or Indicator	Recommended Action
X	NONE	

Recommended Stipulations

In this section, the Team lists any requirement(s) of this Standard and/or its Indicators of Quality the school does not meet and, therefore, must be added as a stipulation to the school's accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
X	NONE	

## FINANCES STANDARD FOR ACCREDITATION

*(Indicators 4.1-4.17)*

**The Standard:** Financial resources are sufficient to provide the educational opportunities defined in the school’s philosophy/mission. The business practices of the school are ethical. These practices promote confidence in the school’s ability to manage fiscal and material resources in a responsible manner and follow prescribed budgeting and accounting principles. The majority of resources raised for school purposes is dedicated to the school’s operations.

### A. THE VISITING TEAM'S ASSESSMENT OF THE SCHOOL'S ADHERENCE TO THIS STANDARD FOR ACCREDITATION

X	It is the Visiting Team's assessment that the school <b>MEETS</b> this Standard for Accreditation.
	It is the Visiting Team's assessment that the school <b>DOES NOT MEET</b> this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section C, below.

### B. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT

Evidence	Visiting Team
Data from Observations and Interviews	X
Current operating budget (for main campus and each branch campus)	X
Certified external audit letter conducted within the last two years (for main campus and each branch)	X
Student tuition and fee schedule (if applicable)	X
Long-range financial plan	X
Schedule of student tuition and fees (for non-public and proprietary institutions)	X
Evidence that the institution has no contingent liabilities or ongoing litigations that potentially could affect the institution’s ability to continue operation	X
List of grants and other funding sources obtained in the last calendar year	X
Publications provided to students outlining students’ financial obligations	X
Summary of the institution’s insurance coverage (for main campus and each branch)	X

Policies related to finances, financial aid, and refunds	X
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## C. THE VISITING TEAM’S OBSERVATIONS AND RECOMMENDATIONS

### Observations

**In this section, the Team lists 1) any general observations regarding the degree to which the school meets this Standard and/or its Indicators of Quality and 2) any areas in which the school exceeds the requirements of this Standard and/or its Indicators of Quality.**

**The Visiting Team observed that:**

- CBA has a Finance Committee comprised of Board of Trustee members that meet monthly to analyze the financial status and growth.
- Quarterly meetings of the Board of Trustees review CBA’s financial status and goals
- CBA carefully evaluates the financial health of the school by employing an outside accounting firm to conduct a thorough audit.
- CBA has identified areas for possible major capital expenditures based on an ongoing feasibility study and upcoming capital campaign.
- CBA’s strategic plan has focused on finance and its importance
- CBA is aware of the challenges of a diminishing demographic in connection to enrollment and tuition
- Leadership has a detailed policy regarding the amount of financial aid the school can afford to offer
- CBA has added many new facilities and upgrades as evidence of a strong development office
- Development earmarks fundraising to address teacher’s needs, recently an auction program to fund pottery wheels
- Evidence of a healthy financial state in the two year audit is noted

**The Visiting Team determined that the school exceeds the expectations of this Standard in the following ways:**

- CBA provides detailed information on step by step procedures to apply for financial aid.
- CBA has created a detailed budget targeting tuition dollars allocated for every student
- CBA has already addressed items of capital expenditures such as new boiler and partial replacements of windows

### Recommendations

**In this section, the Team lists any recommendations to the school regarding how it can improve the degree to which it meets the requirements of this Standard and/or its Indicators of Quality. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.**

**The Visiting Team recommends:**

- CBA continue to follow the path it has in regard to finance committee and board of trustee involvement in finances

**Recommended Monitoring Issues**

In this section, the Team lists any requirements of this Standard and/or its Indicators of Quality that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent but that are met only partially and are either in need of completion or improvement. Monitoring issues must be addressed satisfactorily by the mid-term of the school’s term of accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
X	NONE	

**Recommended Stipulations**

In this section, the Team lists any requirement(s) of this Standard and/or its Indicators of Quality the school does not meet and, therefore, must be added as a stipulation to the school’s accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
X	NONE	

## FACILITIES STANDARD FOR ACCREDITATION

*(Indicators 5.1-5.14)*

**The Standard:** School facilities are safe, clean, and well maintained. The physical environment supports delivery of the educational program/services as well as optimal student development and achievement. Facilities are appropriate and adequate to implement the philosophy/mission of the school. They are regularly inspected for effective operation and meet all applicable laws including health and safety code requirements.

### A. THE VISITING TEAM'S ASSESSMENT OF THE SCHOOL'S ADHERENCE TO THIS STANDARD FOR ACCREDITATION

X	It is the Visiting Team's assessment that the school <b>MEETS</b> this Standard for Accreditation.
	It is the Visiting Team's assessment that the school <b>DOES NOT MEET</b> this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section C, below.

### B. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT

Evidence	Visiting Team
Data from Observations and Interviews	X
Floor plan of facilities	X
Long-range facilities plan	X
Maintenance/repair schedules	X
Plans for any facilities improvements	X
Policies related to facilities	X

### C. THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

#### Observations

**In this section, the Team lists 1) any general observations regarding the degree to which the school meets this Standard and/or its Indicators of Quality and 2) any areas in which the school exceeds the requirements of this Standard and/or its Indicators of Quality.**

### **The Visiting Team observed that:**

- Science classrooms are well equipped, up to date, and have sufficient space for instruction and lab work.
- Facilities are very clean and well maintained. Teachers remarked that maintenance staff respond promptly to needs.
- Students take responsibility for the care and cleanliness of the building.
- Continuous improvement has been made to outside facilities: turf fields, baseball batting cage and bullpen, energy efficient lighting.
- Space in the brothers' residence has been utilized for offices and campus ministry.
- Water fountains are equipped with filling stations for water bottles.
- Music and art rooms are open spaces with fixtures to provide better acoustics.
- Health office has private spaces for several students as well as a separate office.
- Counseling center is a welcoming space with places for students to work or relax as well as to consult privately.
- The school lacks an auditorium for fine arts performances and school assemblies. Performing arts faculty have been creative in seeking venues in which to perform. The building of an auditorium has been proposed but cost may be prohibitive.
- The school has prepared a rigorous plan for facilities' improvement and preparing classrooms for new methods of instruction.
- Banners containing quotations from the writings of St. John Baptist de La Salle decorate hallways

### **The Visiting Team determined that the school exceeds the expectations of this Standard in the following ways:**

- The school has implemented a state of the art lab, including ventilated storage for specimens, for anatomy/physiology.
- The school has a greenhouse. Plans exist for working with the Onondaga Earth Corps. CBA will grow plants from seeds provided. Plants will then be planted in various areas in Syracuse.

## Recommendations

**In this section, the Team lists any recommendations to the school regarding how it can improve the degree to which it meets the requirements of this Standard and/or its Indicators of Quality. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.**

### **The Visiting Team recommends:**

- That the facilities committee attach a timeline to the facilities plan

## Recommended Monitoring Issues

In this section, the Team lists any requirements of this Standard and/or its Indicators of Quality that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent but that are met only partially and are either in need of completion or improvement. Monitoring issues must be addressed satisfactorily by the mid-term of the school's term of accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
X	NONE	

### Recommended Stipulations

In this section, the Team lists any requirement(s) of this Standard and/or its Indicators of Quality the school does not meet and, therefore, must be added as a stipulation to the school's accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
X	NONE	

## SCHOOL ORGANIZATION AND STAFF STANDARD FOR ACCREDITATION

*(Indicators 6.1-6.37[PA6.38-PA6.41])*

**The Standard:** The school’s organizational structure and climate facilitate achievement of its core values as expressed in the philosophy/mission. The school culture supports successful implementation of age- and developmentally appropriate educational programs and services. Roles, responsibilities, expectations, and reporting relationships are clearly defined. Administrative, instructional, and support staff are qualified, competent, and sufficient in number to effectively provide quality educational experiences. The school regularly conducts staff performance appraisals and offers professional development opportunities informed by its philosophy/mission. Relationships among the staff and leadership are collegial and collaborative.

### A. THE VISITING TEAM'S ASSESSMENT OF THE SCHOOL'S ADHERENCE TO THIS STANDARD FOR ACCREDITATION

X	It is the Visiting Team's assessment that the school <b>MEETS</b> this Standard for Accreditation.
	It is the Visiting Team's assessment that the school <b>DOES NOT MEET</b> this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section C, below.

### B. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT

Evidence	Visiting Team
Data from Observations and Interviews	X
Organizational chart for the school and school system	X
List of members of the professional and support staffs	X
Salary schedules and descriptions of benefits packages for teachers, specialists, and support staff	X
Contracts (e.g. union, collective bargaining agreements)	X
Results of any climate survey	X
Instruments used for evaluating the performance of the staff	X
Professional development plan	
Policies related to school climate and organization	X

## C. THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

### Observations

**In this section, the Team lists 1) any general observations regarding the degree to which the school meets this Standard and/or its Indicators of Quality and 2) any areas in which the school exceeds the requirements of this Standard and/or its Indicators of Quality.**

#### **The Visiting Team observed that:**

- Christian Brothers Academy has a structured organizational chart with a definite hierarchy
- There is a policy in place for evaluations of both new and veteran teachers
- A written code of conduct exists for students; the code requires a signed statement from student and parent acknowledging receipt
- There is an extensive faculty handbook that spells out teacher requirements and obligations
- An employment contract exists between the Lay Faculty Association and Christian Brothers Academy that details responsibilities of both parties
- CBA teachers report a warm and appreciative working environment
- Christian Brothers Academy has a plan in place to conduct at least two professional development days, one each semester
- Students report of caring and dedicated teachers
- Teachers have experienced support from administration and co-workers
- There is definite evidence of the school Lasallian vision and mission at every level of school organization and staff
- The school is an organized, structured, and safe environment

#### **The Visiting Team determined that the school exceeds the expectations of this Standard in the following ways:**

- The relationship between the President and Principal appears to be one of the strongest elements of leadership in the school
- The cooperation between support staff such as maintenance and faculty seems to be extraordinary
- A very high level of morale is evident among all stakeholders
- Reports of a very successful orientation program for new students and teachers is confirmed

### Recommendations

**In this section, the Team lists any recommendations to the school regarding how it can improve the degree to which it meets the requirements of this Standard and/or its Indicators of Quality. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.**

#### **The Visiting Team recommends:**

- Based on CBA’s self assessment it would seem a more defined program of professional and support staff development is desired and more structured evaluations of teacher performance is wanted

### Recommended Monitoring Issues

In this section, the Team lists any requirements of this Standard and/or its Indicators of Quality that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent but that are met only partially and are either in need of completion or improvement. Monitoring issues must be addressed satisfactorily by the mid-term of the school’s term of accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
X	NONE	

### Recommended Stipulations

In this section, the Team lists any requirement(s) of this Standard and/or its Indicators of Quality the school does not meet and, therefore, must be added as a stipulation to the school’s accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
X	NONE	

## HEALTH AND SAFETY STANDARD FOR ACCREDITATION

*(Indicators 7.1-7.18)*

**The Standard:** A safe, orderly, and healthy environment for teaching and learning is provided. The school adheres to local, state, and federal government health and safety requirements. Health, safety, preventive/emergency procedures, and crisis management policies are clearly written, well documented, implemented, and updated regularly.

### A. THE VISITING TEAM'S ASSESSMENT OF THE SCHOOL'S ADHERENCE TO THIS STANDARD FOR ACCREDITATION

X	It is the Visiting Team's assessment that the school <b>MEETS</b> this Standard for Accreditation.
	It is the Visiting Team's assessment that the school <b>DOES NOT MEET</b> this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section C, below.

### B. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT

Evidence	Visiting Team
Data from Observations and Interviews	X
Emergency and crisis plans	X
Records of most recent health and safety inspections	X
Record of emergency drills	X
Emergency Procedures section of Faculty Handbook(not in handbook, but in separate directions from the principal)	X

### C. THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

#### Observations

**In this section, the Team lists 1) any general observations regarding the degree to which the school meets this Standard and/or its Indicators of Quality and 2) any areas in which the school exceeds the requirements of this Standard and/or its Indicators of Quality.**

**The Visiting Team observed that:**

- The locations of AEDs are posted throughout the building.
- Chemistry lab is equipped with proper ventilation, eye wash, and secure storage of chemicals.
- The Crisis Plan is thoroughly developed.
- The school follows NYS directives for immunizations, physical examinations, and distribution of medication.
- Students follow a safe and orderly procedure when changing classes.
- On the back of each classroom door is a folder containing class lists for taking attendance during emergency drills.
- Evacuation procedures and directions for lock downs/lock outs are posted in each classroom.
- The health office is comfortable and well-equipped.
- Hand sanitizer is available in every classroom.
- Improvements have been made to improve traffic flow outside.

## Recommendations

**In this section, the Team lists any recommendations to the school regarding how it can improve the degree to which it meets the requirements of this Standard and/or its Indicators of Quality. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.**

**The Visiting Team recommends:**

- A few comments on the surveys indicated lack of knowledge about whether water had been tested for lead. Having the test completed and communicating results to parents might ease concern.

## Recommended Monitoring Issues

**In this section, the Team lists any requirements of this Standard and/or its Indicators of Quality that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent but that are met only partially and are either in need of completion or improvement. Monitoring issues must be addressed satisfactorily by the mid-term of the school’s term of accreditation.**

No.	Requirement of the Standard or Indicator	Recommended Action
X	NONE	

## Recommended Stipulations

**In this section, the Team lists any requirement(s) of this Standard and/or its Indicators of Quality the school does not meet and, therefore, must be added as a stipulation to the school’s accreditation.**

No.	Requirement of the Standard or Indicator	Recommended Action
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X	NONE
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## EDUCATIONAL PROGRAM STANDARD FOR ACCREDITATION

*(Indicators 8.1-8.61)*

**The Standard:** An effective educational program for a school consists of both carefully planned and well executed curriculum programs and solid instructional pedagogy. Also fundamental to a successful educational program are the means to assess student performance and growth as well as programmatic evaluation. Thus, curriculum, instruction, and assessment are often considered to be the “heart” of any school since these three components have such an impact on the total school experience of students. The curriculum outlines what students should know and be able to do. Instruction identifies effective ways for teachers to ensure student learning takes place. Assessment indicates at what level students are able to demonstrate knowledge, skills, and attitudes.

### A. THE VISITING TEAM'S ASSESSMENT OF THE SCHOOL'S ADHERENCE TO THIS STANDARD FOR ACCREDITATION

X	It is the Visiting Team's assessment that the school <b>MEETS</b> this Standard for Accreditation.
	It is the Visiting Team's assessment that the school <b>DOES NOT MEET</b> this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section C, below.

### B. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT

Evidence	Visiting Team
Data from Observations and Interviews	X
Program of studies or other overview of the components of the educational program	X
Scope and sequence charts	X
Written curriculum guides for each component of the educational program	X
Master schedule	X
Policies related to educational program	X
Academic Integrity Statement	X
Course of Studies Catalogue	X

### C. THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

## Observations

**In this section, the Team lists 1) any general observations regarding the degree to which the school meets this Standard and/or its Indicators of Quality and 2) any areas in which the school exceeds the requirements of this Standard and/or its Indicators of Quality.**

**The Visiting Team observed that:**

- The educational program is grounded in the Lasallian principles of the mission statement, profile of the graduate, and beliefs.
- On Campus and Naviance systems for faculty, parents, and students serve as learning management systems and support channels of communication. Interviews confirm proactive, effective, and ever-improving communication of academic progress to students and families.
- Students with different learning styles are supported by teachers, members of guidance, and staff. Classroom space and personnel are dedicated to providing testing modifications prescribed by IEPs and 504 Plans.
- In addition to formal academic support for students with special learning needs, stakeholders universally confirmed that teachers are both available for and effective in providing assistance before and after school.
- To address staffing and scheduling challenges, online AP courses, including those with a STEM focus, are now available to students through a partnership with BOCES.

**The Visiting Team determined that the school exceeds the expectations of this Standard in the following ways:**

- Students, parents, and other stakeholders independently reported that students' preparation for success in college-level work is especially strong, citing numerous alumni who have reported that CBA courses were more difficult than those in college.
- Even when measured against college-bound students across the nation, CBA students excel and distinguish themselves in their performance on standardized tests. Results on Advanced Placement, SAT, and ACT scores are well above the median.

## Recommendations

**In this section, the Team lists any recommendations to the school regarding how it can improve the degree to which it meets the requirements of this Standard and/or its Indicators of Quality. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.**

**The Visiting Team recommends:**

- That CBA continue investigating ways to balance the college-preparatory aspect of the school with the imperative to develop the whole student. This includes the continued development and

support of course offerings in the arts and life skills initiatives.

- That the school consider offering computer programming electives in grades 9-12.

### Recommended Monitoring Issues

**In this section, the Team lists any requirements of this Standard and/or its Indicators of Quality that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent but that are met only partially and are either in need of completion or improvement. Monitoring issues must be addressed satisfactorily by the mid-term of the school's term of accreditation.**

No.	Requirement of the Standard or Indicator	Recommended Action
X	NONE	

### Recommended Stipulations

**In this section, the Team lists any requirement(s) of this Standard and/or its Indicators of Quality the school does not meet and, therefore, must be added as a stipulation to the school's accreditation.**

No.	Requirement of the Standard or Indicator	Recommended Action
X	NONE	

**ASSESSMENT AND EVIDENCE OF STUDENT LEARNING  
STANDARD FOR ACCREDITATION  
(Indicators 9.1-9.15)**

**The Standard:** The school systematically collects and rigorously analyzes quantifiable and observable evidence of individual learning and growth from multiple valid and reliable sources. Evidence of student learning is used to evaluate and improve curriculum effectiveness, instructional practices, professional development, and support services. Progress in student learning and performance is expected and is accurately, clearly, and systematically reported to the school community.

**A. THE VISITING TEAM'S ASSESSMENT OF THE SCHOOL'S ADHERENCE TO THIS STANDARD FOR ACCREDITATION**

X	It is the Visiting Team's assessment that the school <b>MEETS</b> this Standard for Accreditation.
	It is the Visiting Team's assessment that the school <b>DOES NOT MEET</b> this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section C, below.

**B. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT**

Evidence	Visiting Team
Data from Observations and Interviews	X
Example of student transcript	X
Example student report card	X
Reports of the results of assessments administered to students	X
Policies related to assessment of student learning	X

**C. THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS**

**Observations**

**In this section, the Team lists 1) any general observations regarding the degree to which the school meets this Standard and/or its Indicators of Quality and 2) any areas in which the school exceeds the requirements of this Standard and/or its Indicators of Quality.**

**The Visiting Team observed that:**

- CBA consistently reports results of student testing
- Reports of student progress are issued six times annually.
- Academic departments are supervised and regularly scheduled meetings are held
- Many extra-curricular activities are focused on academic enrichment
- A schedule of midterms and finals is in place for every subject taught
- CBA has developed minimum testing standards to provide consistency throughout the school; an example is frequency of exams
- Students have tremendous respect and regard for the faculty.
- Students demonstrate consistent high results on Advanced Placement exams
- CBA tracks and documents the post graduate plans of students
- Stakeholders are satisfied with the results of student learning.

**The Visiting Team determined that the school exceeds the expectations of this Standard in the following ways:**

- Students display enthusiasm when discussing their academic opportunities at CBA
- Testing results are explained in detail.
- There is integration of technology with student assessment through the use on online reporting

## Recommendations

**In this section, the Team lists any recommendations to the school regarding how it can improve the degree to which it meets the requirements of this Standard and/or its Indicators of Quality. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.**

**The Visiting Team recommends:**

- That policies and guidelines concerning all assessment be written
- Inter-department communication of major test dates may avoid student overload

## Recommended Monitoring Issues

**In this section, the Team lists any requirements of this Standard and/or its Indicators of Quality that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent but that are met only partially and are either in need of completion or improvement. Monitoring issues must be addressed satisfactorily by the mid-term of the school’s term of accreditation.**

No.	Requirement of the Standard or Indicator	Recommended Action
X	NONE	

Recommended Stipulations

In this section, the Team lists any requirement(s) of this Standard and/or its Indicators of Quality that the school does not meet and, therefore, must be added as a stipulation to the school's accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
X	NONE	

## STUDENT SERVICES STANDARD FOR ACCREDITATION

*(Indicators 10.1-10.34)*

**The Standard:** The school implements written policies and procedures, in partnership with families and the community, that provide all students with, or refer them to, services that are age- and developmentally appropriate to optimize opportunities for life-long success. Student services are systematic and integral to the educational program. They are provided by qualified personnel, sufficiently financed, periodically evaluated, and philosophy/mission appropriate.

### A. THE VISITING TEAM'S ASSESSMENT OF THE SCHOOL'S ADHERENCE TO THIS STANDARD FOR ACCREDITATION

X	It is the Visiting Team's assessment that the school <b>MEETS</b> this Standard for Accreditation.
	It is the Visiting Team's assessment that the school <b>DOES NOT MEET</b> this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section C, below.

### B. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT

Evidence	Visiting Team
Data from Observations and Interviews	X
Guidance and counseling plan	X
Examples of student schedules	X
Results of follow-up studies of graduates	
Policies related to student services, including guidance and counseling, admissions, transportation, food services, and special education	X
Admissions criteria (if applicable)	X

### C. THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

#### Observations

**In this section, the Team lists 1) any general observations regarding the degree to which the school meets this Standard and/or its Indicators of Quality and 2) any areas in which the school exceeds the requirements of this Standard and/or its Indicators of Quality.**

**The Visiting Team observed that:**

- The counseling and student services center has developed a coherent and comprehensive plan for students in grades 7-12. Stakeholders have independently and universally expressed great satisfaction with the availability of counselors, effectiveness of services, and success in college placement.
- The admissions department has successfully attracted qualified students at a level that maintains full enrollment given building capacity.

**Recommendations**

**In this section, the Team lists any recommendations to the school regarding how it can improve the degree to which it meets the requirements of this Standard and/or its Indicators of Quality. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.**

**The Visiting Team recommends:**

- That CBA work collaboratively with American Food and Vending to evaluate the nutritional quality of lunch offerings, publish nutritional information to students, and investigate how to add additional healthy offerings for each lunch period.
- That traffic flow, safety, and effectiveness of adult supervision in driveways and parking lots should be examined and evaluated in light of changes made after the 2016-2017 school year.

**Recommended Monitoring Issues**

**In this section, the Team lists any requirements of this Standard and/or its Indicators of Quality that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent but that are met only partially and are either in need of completion or improvement. Monitoring issues must be addressed satisfactorily by the mid-term of the school’s term of accreditation.**

No.	Requirement of the Standard or Indicator	Recommended Action
X	NONE	

**Recommended Stipulations**

**In this section, the Team lists any requirement(s) of this Standard and/or its Indicators of Quality the school does not meet and, therefore, must be added as a stipulation to the school’s accreditation.**

No.	Requirement of the Standard or Indicator	Recommended Action
X	NONE	

## STUDENT LIFE AND STUDENT ACTIVITIES STANDARD FOR ACCREDITATION (Indicators 11.1-11.19)

**The Standard:** A healthy atmosphere exists for all students. At all levels, non-discriminatory, appropriate student activities that supplement classroom experiences or community life are provided. An appropriate student activities program fosters a positive intellectual, cultural, and social climate, promotes growth in student leadership and social interaction skills, and encourages students’ special interests.

### A. THE VISITING TEAM'S ASSESSMENT OF THE SCHOOL'S ADHERENCE TO THIS STANDARD FOR ACCREDITATION

X	It is the Visiting Team's assessment that the school <b>MEETS</b> this Standard for Accreditation.
	It is the Visiting Team's assessment that the school <b>DOES NOT MEET</b> this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section C, below.

### B. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT

Evidence	Visiting Team
Data from Observations and Interviews	X
Samples of student publications—e.g., yearbook, student newspaper, literary magazine	X
Budget for all athletic activities	X
Budget for all non-athletic activities	X
Policies on academic eligibility	X
Descriptions of Extracurricular Activities and Athletic Activities	X
Student Orientation, Spirit Week,	X
Policies related to student life and student activities	X
<b>For boarding schools</b>	
Description of <ul style="list-style-type: none"> <li>● Programs to develop healthy relationships with adults</li> <li>● Plan for continuous and responsible supervision by responsible adults</li> </ul>	

Descriptions of <ul style="list-style-type: none"> <li>● Provisions for student privacy</li> <li>● Recreational programs</li> <li>● Provisions for religious practice</li> </ul>	
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## C. THE VISITING TEAM’S OBSERVATIONS AND RECOMMENDATIONS

### Observations

**In this section, the Team lists 1) any general observations regarding the degree to which the school meets this Standard and/or its Indicators of Quality and 2) any areas in which the school exceeds the requirements of this Standard and/or its Indicators of Quality.**

#### **The Visiting Team observed that:**

- Christian Brothers Academy has many, varied and very successful athletic teams.
- While coaches are hired mainly from outside the school faculty, they are inculcated in the Christian Brothers Mission and Vision.
- The academy provides a wide array of activities that support students in their academic goals (i.e. Guidance Office, where students can visit before, during, and after the traditional school day to discuss their classes, review their high school academic plan, and look to build and revise their plans for a post-secondary academic career)
- The academy offers a rich and varied extracurricular program based on student interest and in keeping with the academy’s mission and vision.
- There is a process in place for development of new interest clubs and ready support where student interest lies.
- There is tremendous support from and willingness of faculty to assist in various clubs and activities.

#### **The Visiting Team determined that the school exceeds the expectations of this Standard in the following ways:**

- Vibrant student life is evident throughout the school flowing into the afternoon, evening and weekend hours.
- Students truly LOVE Christian Brothers Academy and the wealth of opportunities and support they have, citing over and over this is home.
- Parents echo this, praising the wealth of opportunity and support that is available to their children.
- Parents cited that Christian Brothers Academy’s mission transcends demographics – gender, economics, abilities, talents, noting that it “Really does take a village to raise a child – and this [CBA] is truly a beautiful village”.

### Recommendations

In this section, the Team lists any recommendations to the school regarding how it can improve the degree to which it meets the requirements of this Standard and/or its Indicators of Quality. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.

**The Visiting Team recommends:**

- That funding decisions on student activities be communicated to stakeholders
- That CBA consider some accommodation finding adequate Fine Art performance space.
- That Administrators, Counselors, and Teachers monitor current social trends to ensure activities are added/modified as needed and continue to be addressed through the lens of the academy’s mission and vision.

**Recommended Monitoring Issues**

In this section, the Team lists any requirements of this Standard and/or its Indicators of Quality that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent but that are met only partially and are either in need of completion or improvement. Monitoring issues must be addressed satisfactorily by the mid-term of the school’s term of accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
X	NONE	

**Recommended Stipulations**

In this section, the Team lists any requirement(s) of this Standard and/or its Indicators of Quality the school does not meet and, therefore, must be added as a stipulation to the school’s accreditation.

No.	Requirement of the Standard or Indicator	Recommended Action
X	NONE	

## INFORMATION RESOURCES STANDARD FOR ACCREDITATION (Indicators 12.1-12.15)

**The Standard:** Information resources, materials, and technology are accessible and of adequate scope, quantity, and quality to facilitate the school’s pursuit of its total educational program. These resources encourage all students and staff to broaden and extend their knowledge and skills. Access to appropriate information resources and technology is provided for students and staff. Appropriate instruction is offered to develop student and staff inquiry, research, and information literacy skills. Information technology equipment is functional and well maintained.

### A. THE VISITING TEAM'S ASSESSMENT OF THE SCHOOL'S ADHERENCE TO THIS STANDARD FOR ACCREDITATION

X	It is the Visiting Team's assessment that the school <b>MEETS</b> this Standard for Accreditation.
	It is the Visiting Team's assessment that the school <b>DOES NOT MEET</b> this Standard for Accreditation. The evidence that supports this assessment is shown in the Recommended Stipulations shown in Section C, below.

### B. EVIDENCE TO SUPPORT THE TEAM'S ASSESSMENT

Evidence	Visiting Team
Data from Observations and Interviews	X
The information resources and technology plan(s)	X
Budget for information resources and technology	X
Information skills curriculum	X
Inventory of information resources	X
Inventory of information technology equipment	X
Policies related to information resources and technology	X

### C. THE VISITING TEAM'S OBSERVATIONS AND RECOMMENDATIONS

#### Observations

**In this section, the Team lists 1) any general observations regarding the degree to which the school meets this Standard and/or its Indicators of Quality and 2) any areas in which the school exceeds the requirements of this Standard and/or its Indicators of Quality.**

**The Visiting Team observed that:**

- Technology planning is done through the lens of the Christian Brothers Academy's mission and vision and is multifaceted tying together curriculum, staff development, accessibility, and infrastructure.
- The academy has a Technology Committee that is active and proactive.
- In response to student requests and curricular needs, investment has been made in Chromebook Carts and these are now available for classroom use.
- Continuing improvements to infrastructure allows for quicker access for students.
- There is a recognition of and good balance between availability, security and confidentiality in Information Services.
- There are ongoing technology refresh plans to replace older computer technology.
- Classrooms have teacher computer access and presentation options.
- Wireless Internet access is supported in classrooms and throughout the building.
- The Computer Lab has been recently refurbished with new computers.

**The Visiting Team determined that the school exceeds the expectations of this Standard in the following ways:**

- Parents indicate that the academy exceeds expectations and were appreciative of the quick work of the leadership in addressing the needs of the students.
- The academy is proactive in evaluating the use of technology in classrooms, including the use of personal devices. Of note is the novel approach of red, yellow and green lights easily and quickly identifying for students what is acceptable use and what is not.

## Recommendations

**In this section, the Team lists any recommendations to the school regarding how it can improve the degree to which it meets the requirements of this Standard and/or its Indicators of Quality. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.**

**The Visiting Team recommends:**

- That the plan to bring in additional Chromebook Cart be continued.
- That the administration consider adding Professional Development in the area of best practices in academic use of technology.
- That the continued integration of Computer Technology will enhance the educational experience of the students.
- That CBA pursue additional funding by way of donations and grants to support the acquisition of

additional technology resources to address the speed concerns sometimes expressed in the surveys.

### Recommended Monitoring Issues

**In this section, the Team lists any requirements of this Standard and/or its Indicators of Quality that require ongoing monitoring. Monitoring Issues refer to requirements that are not completely absent but that are met only partially and are either in need of completion or improvement. Monitoring issues must be addressed satisfactorily by the mid-term of the school’s term of accreditation.**

No.	Requirement of the Standard or Indicator	Recommended Action
X	NONE	

### Recommended Stipulations

**In this section, the Team lists any requirement(s) of this Standard and/or its Indicators of Quality the school does not meet and, therefore, must be added as a stipulation to the school’s accreditation.**

No.	Requirement of the Standard or Indicator	Recommended Action
X	NONE	

# THE PLAN FOR GROWTH AND IMPROVEMENT

The purpose of the self-study and accreditation process is first and foremost to establish whether the school meets the Standards for Accreditation, the fundamental requirement to be accredited. However, establishing that the school has in place the building blocks for a quality school is largely an exercise of looking backward to see what has been accomplished.

The *Excellence by Design* protocol is based in the principles and concepts of strategic planning. Therefore, the protocol requires the school to be forward thinking, not focusing so much on the past and past accomplishments but, instead, focusing on the future—what does the school have to do differently or do better to further its mission and to ensure that all of its students are able to achieve the knowledge, skills, and characteristics the school has defined in its Profile of Graduates.

Therefore, the culminating activity of the self-study and accreditation process is the developing of a Plan for Growth and Improvement in Student Performance.

Developing a Plan for Growth and Improvement involves:

- Establishing a vision for the school by creating or reaffirming a statement of mission.
- Identifying a set of beliefs that will serve as the school's ethical code.
- Developing a profile of the knowledge, skills, and qualities the school expects of its graduates.
- Identifying the areas of student performance that are the priorities for growth and improvement.
- Developing action plans to achieve the performance objectives.
- Monitoring implementation of the action plans.
- Conducting periodic reviews of the progress being made toward achievement of its objectives.

Following are the required components of the Plan for Growth and Improvement:

- A Mission
- Beliefs
- A Profile of Graduates
- Three, four, or five objectives measurable student performance/organizational capacity objectives; at least two must be focused on growing and improving student performance
- One or more assessments for each objective
- Baseline data for at least one assessment for each objective
- Technical approval of the objectives
- Comprehensive action plans to achieve the objectives
- A plan for regular monitoring and review of the Plan (at least once annually)

## A. STUDENT PERFORMANCE/ORGANIZATIONAL CAPACITY OBJECTIVES AND ACTION PLANS

The centerpiece of the school's Plan for Growth and Improvement is formed by the three, four, or five areas of measurable objectives the school has identified as being the highest priorities for growth and improvement if the school is to move closer to achieving its Mission. At least two of the objectives must

focus on areas of student performance that have been determined to be priorities for growth and improvement. The remaining one, two, or three objectives may be either student performance objectives and/or objectives focused on growing and improving the school's organizational capacity to produce the levels of student performance desired and expected by the school's community of stakeholders. Space is provided below to evaluate the maximum number of objectives. This limited number of objectives is suggested so the school can focus on the most critical aspects of student performance without diverting its energies in too many directions.

To identify these priority areas, the Planning Team asked itself:

- *What are the gaps between what we say in our Profile of Graduates regarding what we want our graduates to know, be able to do, and/or what qualities we want them to demonstrate and our students' actual performance in those areas?*
- *Which of these gaps constitute the highest priorities for narrowing if we are to move closer over the next seven years to achieving our mission?*
- *Are there area of our organization's capacity the must be improved in order to improve our students' performance to the levels we desire and expect*

Specifying clear and measurable student performance objectives identifies the school's commitment to achieve specific end results and thus, is tied directly to accountability. The objectives must be written in such a way that they outline growth in student performance for the next seven years and represent a major focus for growth and improvement in student performance in the school. The objectives should be consistent with the mission and should extend and define the *aim* portion of the Mission in more specific detail. Objectives explicate in measurable terms the key end results that the school seeks to realize from its Mission, as expressed in its Profile of Graduates. Not only should the objectives be related to the school's Mission, but where there is also a district or system plan, the objectives should be linked to one or more of the district's or system's objectives.

The term "student performance" is intended to be defined in the broadest possible terms. The objectives submitted for accreditation may be focused on *any* of the outcomes expected of students as stated in the Profile of Graduates.

Action plans describe the methods the school will use to accomplish its Mission and its performance/capacity objectives. Action plans provide detailed descriptions of the specific actions required to achieve desired results outlined in the student performance improvement and organizational capacity objectives. This is the "doing" part of the plan. Action plans can and should include multiple activities that will engage the school in improvement activities for the next seven years. Action plans should be specific and tell in detail how the school will accomplish its objectives. Action plans should relate directly to the objectives, but they also should be related to the mission.

The Visiting Team examined the action plan(s) for the performance/capacity objectives in the school's Plan for Growth and Improvement according to the criteria for effective action plans.

## Technical Review

The Team was provided with a copy of the school’s approved Technical Review.	X	YES		NO
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### A.1. Objective #1:

X	This is a student performance objective
	This is an organizational capacity objective

#### Objective 1: Life Skills

By the year 2024, Christian Brothers Academy will prepare its students according to the Meditation of St. de Lasalle: “Let your vigilance extend as well to their actions out of school, as much as you can, so that they can live as Christians everywhere.” ( MTR 14.2), by creating a program so that:

1. All juniors and seniors will take training in personal finance in order to prepare them for successful post-graduate life;
2. All juniors and seniors will take training in personal life-skills (interviewing, etiquette, time-management) so they are prepared for successful interaction with others post-graduation.
3. All juniors and seniors will take training in practical life-skills in order to maintain a healthy and independent life-style

Baseline: In the 2016-2017 school year, 10% or less of both the junior and senior class combined received financial life-skill instruction. Zero (0) percent of both the junior and senior class combined received formal instruction in practical life-skills, or training in interpersonal life skills.

	YES	NO
<b>Is the objective:</b>		
Closely associated with the exit outcomes for students as expressed in the Profile of Graduates, graduation requirements, and/or performance expectations for the school’s students?	X	
Reflective of the school’s Mission, and supportive of the strategic plan of the larger organization?	X	
<b>Does the objective:</b>		
Include baseline data, and are they logically organized and presented in an easily understood format?	X	
Enjoy the support of the school’s stakeholders as one of the highest priorities for growth and improvement in student performance?	X	
<b>Does the school:</b>		

Have sufficient energy and resources to support the implementation of the action plans and the achievement of the objectives?	X	
Have an effective and efficient way to gather data to assess the progress of the objective?	X	
Is the objective reasonable and achievable?	X	

**What recommendations can the Team offer to the school for any areas evaluated No and/or to improve the clarity and focus of this objective?**

- None

## A.2. Action Plan for Objective #1:

**In the table below, evaluate the degree to which this action plan meets the criteria for an effective action plan.**

<b>Does this action plan:</b>	<b>YES</b>	<b>NO</b>
Include strategies/action steps that are comprehensive in scope?	X	
Include a logical sequence of strategies and/or action steps?	X	
Outline clearly and in detail the action steps to be taken in the first two to three years of the plan?	X	
Include enough activities to ensure that the objective will be achieved?	X	
Address as many aspects of the institution's programs, activities, and services as appropriate?	X	
Address aspects of the Middle States Standards for Accreditation identified as weak in the institution's self-assessment of how well it meets the Standards?	X	
Identify the resources required to implement the action steps?	X	
Identify the persons/groups responsible for implementing each action step?	X	
Vary the groups/individuals responsible so that the burden for implementation does not fall on just one or two individuals?	X	
Include clear indicators of success for each action step so the institution knows what action steps have been implemented and with what result?		X
Establish reasonable timelines for implementing the action steps?	X	

Demonstrate discipline and reasonableness by spreading action steps throughout the entire life of the plan so as not to overwhelm the time, energy, and resources available for implementing a plan?	X	
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**What recommendations can the Team offer to the school for any areas evaluated “No” to improve the clarity and focus of this action plan?**

- Not clear on how success will be determined through post graduate survey, what are the criteria for success?

**A.3. Objective #2:**

X	This is a student performance objective
	This is an organizational capacity objective

By the year 2024, Christian Brothers Academy will further animate our Lasallian principle to develop and maintain diverse programs according to standards of excellence by:

1. Increasing student participation in non-curricular STEM-related activities by 30%.
  - a. Baseline: In the 2016-2017 school year, 18% of high school students participated in non-curricular STEM related activities (clubs, competitions, field trips, etc).

	YES	NO
<b>Is the objective:</b>		
Closely associated with the exit outcomes for students as expressed in the Profile of Graduates, graduation requirements, and/or performance expectations for the school’s students?	X	
Reflective of the school’s Mission, and supportive of the strategic plan of the larger organization?	X	
<b>Does the objective:</b>		
Include baseline data, and are they logically organized and presented in an easily understood format?	X	
Enjoy the support of the school’s stakeholders as one of the highest priorities for growth and improvement in student performance?	X	
<b>Does the school:</b>		

Have sufficient energy and resources to support the implementation of the action plans and the achievement of the objectives?	X	
Have an effective and efficient way to gather data to assess the progress of the objective?	X	
Is the objective reasonable and achievable?	X	

**What recommendations can the Team offer to the school for any areas evaluated No and/or to improve the clarity and focus of this objective?**

- None

#### A.4. Action Plan for Objective #2:

<b>Does this action plan:</b>	<b>YES</b>	<b>NO</b>
Include strategies/action steps that are comprehensive in scope?	X	
Include a logical sequence of strategies and/or action steps?	X	
Outline clearly and in detail the action steps to be taken in the first two to three years of the plan?	X	
Include enough activities to ensure that the objective will be achieved?	X	
Address as many aspects of the institution's programs, activities, and services as appropriate?	X	
Address aspects of the Middle States Standards for Accreditation identified as weak in the institution's self-assessment of how well it meets the Standards?	X	
Identify the resources required to implement the action steps?	X	
Identify the persons/groups responsible for implementing each action step?	X	
Vary the groups/individuals responsible so that the burden for implementation does not fall on just one or two individuals?	X	
Include clear indicators of success for each action step so the institution knows what action steps have been implemented and with what result?	X	
Establish reasonable timelines for implementing the action steps?	X	
Demonstrate discipline and reasonableness by spreading action steps throughout the entire life of the plan so as not to overwhelm the time, energy, and resources available for implementing a plan?	X	

**What recommendations can the Team offer to the school for any areas evaluated “No” to improve the clarity and focus of this action plan?**

- None

**A.5. Objective #3:**

	This is a student performance objective
X	This is an organizational capacity objective

By the year 2024, Christian Brothers Academy will further animate its Lasallian Core Principle of belief in the living presence of God in our world by reducing its negative impact on the environment through:

1. Reduction of its gas consumption by \_\_%
  - a. Baseline: 2016 average monthly gas consumption in the school was \_\_\_\_\_.
1. Decreasing the consumption of paper by 5%
  - a. Baseline: in the school year 2015- 2016, CBA paper consumption (based on purchases) was 370 boxes, containing 10 reams of 500 pieces of paper.
1. Partnering with Onondaga County Recycling program (OCRRA) to achieve recognition as a Blue Ribbon Recycler
  - a. Baseline: In the 2016-2017 school year, CBA partnered 0% with OCRRA

	YES	NO
<b>Is the objective:</b>		
Closely associated with the exit outcomes for students as expressed in the Profile of Graduates, graduation requirements, and/or performance expectations for the school’s students?	X	
Reflective of the school’s Mission, and supportive of the strategic plan of the larger organization?	X	
<b>Does the objective:</b>		
Include baseline data, and are they logically organized and presented in an easily understood format?		X
Enjoy the support of the school’s stakeholders as one of the highest priorities for growth and improvement in student performance?	X	
<b>Does the school:</b>		

Have sufficient energy and resources to support the implementation of the action plans and the achievement of the objectives?	X	
Have an effective and efficient way to gather data to assess the progress of the objective?	X	
Is the objective reasonable and achievable?	X	

**What recommendations can the Team offer to the school for any areas evaluated No and/or to improve the clarity and focus of this objective?**

- CBA needs to find essential baseline data on gas consumption to properly set a conservation goal.

### A.2. Action Plan for Objective #3:

**In the table below, evaluate the degree to which this action plan meets the criteria for an effective action plan.**

<b>Does this action plan:</b>	<b>YES</b>	<b>NO</b>
Include strategies/action steps that are comprehensive in scope?	X	
Include a logical sequence of strategies and/or action steps?	X	
Outline clearly and in detail the action steps to be taken in the first two to three years of the plan?	X	
Include enough activities to ensure that the objective will be achieved?	X	
Address as many aspects of the institution's programs, activities, and services as appropriate?	X	
Address aspects of the Middle States Standards for Accreditation identified as weak in the institution's self-assessment of how well it meets the Standards?	X	
Identify the resources required to implement the action steps?	X	
Identify the persons/groups responsible for implementing each action step?	X	
Vary the groups/individuals responsible so that the burden for implementation does not fall on just one or two individuals?	X	
Include clear indicators of success for each action step so the institution knows what action steps have been implemented and with what result?	X	
Establish reasonable timelines for implementing the action steps?	X	

Demonstrate discipline and reasonableness by spreading action steps throughout the entire life of the plan so as not to overwhelm the time, energy, and resources available for implementing a plan?	X	
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**What recommendations can the Team offer to the school for any areas evaluated “No” to improve the clarity and focus of this action plan?**

- None

#### A.7. Objective #4:

	This is a student performance objective
X	This is an organizational capacity objective

By the year 2024, Christian Brothers Academy will further awareness of its Lasallian Mission to serve the poor by:

1. Increasing the annual donation to our twin school, the Child Discovery Center in Nakuru, Kenya, by 50%
  - a. Baseline: Average annual donation to the CDC is \$1890.00

	YES	NO
<b>Is the objective:</b>		
Closely associated with the exit outcomes for students as expressed in the Profile of Graduates, graduation requirements, and/or performance expectations for the school’s students?	X	
Reflective of the school’s Mission, and supportive of the strategic plan of the larger organization?	X	
<b>Does the objective:</b>		
Include baseline data, and are they logically organized and presented in an easily understood format?	X	
Enjoy the support of the school’s stakeholders as one of the highest priorities for growth and improvement in student performance?	X	
<b>Does the school:</b>		
Have sufficient energy and resources to support the implementation of the action plans and the achievement of the objectives?	X	

Have an effective and efficient way to gather data to assess the progress of the objective?	X	
Is the objective reasonable and achievable?	X	

**What recommendations can the Team offer to the school for any areas evaluated No and/or to improve the clarity and focus of this objective?**

- None

#### A.4. Action Plan for Objective #4:

<b>Does this action plan:</b>	<b>YES</b>	<b>NO</b>
Include strategies/action steps that are comprehensive in scope?	X	
Include a logical sequence of strategies and/or action steps?	X	
Outline clearly and in detail the action steps to be taken in the first two to three years of the plan?	X	
Include enough activities to ensure that the objective will be achieved?	X	
Address as many aspects of the institution's programs, activities, and services as appropriate?	X	
Address aspects of the Middle States Standards for Accreditation identified as weak in the institution's self-assessment of how well it meets the Standards?	X	
Identify the resources required to implement the action steps?	X	
Identify the persons/groups responsible for implementing each action step?	X	
Vary the groups/individuals responsible so that the burden for implementation does not fall on just one or two individuals?	X	
Include clear indicators of success for each action step so the institution knows what action steps have been implemented and with what result?	X	
Establish reasonable timelines for implementing the action steps?	X	
Demonstrate discipline and reasonableness by spreading action steps throughout the entire life of the plan so as not to overwhelm the time, energy, and resources available for implementing a plan?	X	

**What recommendations can the Team offer to the school for any areas evaluated "No" to improve the clarity and focus of this action plan?**

- None

## B. THE VISITING TEAM’S OBSERVATIONS AND RECOMMENDATIONS

In this section, the Team reports its observation and recommendations regarding the degree to which the school's Plan for Growth and Improvement meets the requirements of the protocol.

### The Requirements of the Protocol for the Plan for Growth and Improvement

In this section, the Visiting Team reports whether the school's Plan for Growth and Improvement meets the requirements of the protocol.

Requirement of the Protocol	Met	Not Met
Three, four, or five objectives measurable student performance/organizational capacity objectives; at least two must be focused on growing and improving student performance.	X	
<ul style="list-style-type: none"> <li>• One or more assessments for each objective</li> </ul>	X	
<ul style="list-style-type: none"> <li>• Baseline data for at least one assessment for each objective</li> </ul>	X	
<ul style="list-style-type: none"> <li>• Technical approval of the objectives</li> </ul>	X	
Comprehensive action plans for each objective	X	
Plan for regular monitoring and review of the Plan (at least once annually)	X	

### Observations

In this section, the Team lists 1) any general observations regarding the degree to which the school meets the requirements of the protocol for the Plan for Growth and Improvement (objectives and action plans) and 2) any areas in which the school exceeds the requirements of the requirements of the protocol.

- Objectives are based on results of surveys and discussion with faculty and staff.
- Objectives and action plans are consistent with the mission of the school.
- Objectives and actions plans are consistent with other plans developed by the school.

### Recommendations

In this section, the Team lists any recommendations to the school regarding how it can improve the degree to which it meets the requirements of the protocol for the Plan for Growth and Improvement. Recommendations are suggestions by the Team, but the school is not required to accept or act on them.

The Visiting Team recommends:

None

**Recommended Monitoring Issues**

In this section, the Team lists any requirements of the protocol for the Plan for Growth and Improvement—Student Performance Objectives and Action Plans—that require monitoring. Monitoring issues refer to elements of Student Performance Objectives and Action Plans required by the protocol that are not completely absent but are met only partially and are either in need of completion or improvement. Monitoring issues must be corrected by mid-term in the school’s accreditation.

Requirement of the Protocol	Action Recommended
NONE	

**Recommended Stipulations**

In this section, the Team lists any requirements for the Plan for Growth and Improvement—Student Performance Objectives and Action Plans—that are absent and, therefore, must be added as a stipulation to the school’s accreditation.

Requirement of the Protocol	Action Recommended
Baseline data	Provide baseline data for gas consumption

## ACCREDITATION RECOMMENDATION

After its visit to the school, and after considering the evidence seen and heard during the visit, the Middle States Visiting Team is charged with making a recommendation to the Middle States Commission(s) regarding the accreditation action the Commission(s) should take.

Based on the evidence presented by the school in its Self-Study Document and supporting documentation, and based on the evidence seen and heard by members of the Team from the school's community of stakeholders, the Team recommends to the Middle States Commission(s) that it take the following accreditation action:

### ACCREDITATION

An "Accredited" institution is an educational organization that meets all MSA Standards for Accreditation, adheres to applicable MSA policies, and meets the requirements of the self-study protocol used. The institution agrees to adhere to the requirements for maintenance of accreditation, and there are no outstanding issues related to the Standards or requirements of the protocol that would require monitoring or onsite visits beyond the normal expected events required by the protocol utilized.

## NEXT STEPS

As Christian Brothers Academy, Syracuse, proceeds with the implementation of its Plan for Growth and Improvement, there are a number of “next steps” the school will be expected to take in order to maintain accredited status. These include the following:

- **Maintain Adherence to the Middle States Standards for Accreditation.**  
The twelve Standards for Accreditation reflect research-based best practices for quality in schools. The Standards also represent the organizational “building blocks” that need to be in place to produce high levels of student performance. An accredited school is required to maintain its adherence to the Standards for Accreditation throughout its term of accreditation.
- **Implement the Plan for Growth and Improvement.**  
When the Middle States Association grants accreditation to a school using the *Excellence by Design* protocol, it does so with the understanding that the school will make a good faith effort to implement the Plan for Growth and Improvement that served as one of the bases for accreditation.
- **Submit an Annual Profile and Nominations to Serve on Visiting Team.**  
As a requirement to maintain its accreditation, the school is required to submit an Annual Profile in which it either confirms or revises basic data about the school. A second requirement is that the school nominates members of its staff to serve on Visiting Teams to other schools.
- **Conduct Periodic Reviews of the Plan for Growth and Improvement**  
While Middle States does not “collect” evidence of the school’s annual review, the school is expected to conduct periodic reviews of its Plan. The purpose of the periodic reviews is to ensure that progress is being made in implementing the Plan, to update and revise the Plan as needed, and to pause to celebrate successes. The school should keep records of what transpired during each review such as meeting agendas, minutes, documented changes to the Plan, and summaries of results of the assessments being used to measure progress toward achieving the objectives. Documentation will be required for the Mid-Term Report and by the next Visiting Team.
- **Complete a Mid-Term Report**  
At the beginning of the third year in the accreditation term, the school will be required to submit a Mid-Term Report in which it will provide evidence of its implementing its Plan for Growth and Improvement and of progress being made toward achieving its objectives. The Report will be reviewed by the Middle States staff, which may determine that an on-site visit should be conducted to examine any areas of concern.
- **Prepare for Reaccreditation**  
At the beginning of the sixth year of the school’s accreditation term, begin a new self-study in preparation for the visit of the next Visiting Team. It should be noted, however, that if the school has implemented a planning ethic and the *Excellence by Design* school improvement process has been ongoing as expected, and preparing for the next team visit should be an extension of work already underway.

# SUMMARY AND CLOSURE

Oral Report for Christian Brothers Academy

Syracuse, NY

November 7, 2017

Good afternoon, everyone. Thank you for attending this afternoon's gathering to listen to the oral report. The oral report presents only a glimpse of what will be in the complete report sent to Middle States within the next six weeks. A group of advisors will study your report and ours and decide your accreditation status. Schools visited in the fall usually hear from Middle States the following April or May.

At the end of this report we will leave immediately. We will not entertain questions or comments.

We have met many of you during the past few days, but let me once again introduce the members of the visiting team. My name is Ann Habershaw. I recently retired from Aquinas Institute in Rochester where I most recently served as assistant principal. Like many Catholic educators, I still do a few tasks at Aquinas and am on their substitute list. Andy Cavacos is assistant principal at McQuaid Jesuit in Rochester. Dawn Riggie is principal of Mount St. Mary in Buffalo. Dawn isn't with us this afternoon because she had to return to her school for an administrative responsibility. Rich Scully is a social studies teacher at Christian Brothers Academy in Albany. All of us as educators just as you are.

I've been on several Middle States' visiting teams, but never before have we started on a Sunday. Marijane, Matt, and Brother Joe greeted and welcomed us. They were joined by Julia and Nate (who, by the way, were in dress code) and we all went on the \$10.00 tour. We spent the next hour or so touring the building and listening to anecdotes to further acquaint us with your school. For the past two days we have met with various groups of stakeholders: administrators, board of trustees, parents, students, faculty and staff, coaches and moderators, members of the planning and action teams. We have looked at handbooks, crisis plans, audits, the strategic plan, and other documents that help give us a better picture of your school. We have eaten in the cafeteria and visited classrooms.

Your school has been accredited by the Middle States Association for several years and have once again embarked upon re-accreditation. You have chosen Excellence by Design as the protocol to follow. When a school commits itself to the Middle States process for accreditation, it commits to a review or creation of foundation documents, adherence to 12 standards determined by the Middle States Association, an examination of their school commencing in the creation of a plan and an examination of curriculum associated with those objectives.

Let me first make some comments about your foundation documents. They include a Statement of Mission, Statement of Beliefs, and Profile of the Graduate. Your documents are infused with the philosophy and teachings of St. John Baptist de LaSalle. You have your mission posted in every classroom, on your website, and in many publications. More importantly, your constituents, including students and parents, speak of mission and their responsibility regarding the mission. You have done significant professional development regarding mission. One of you said, "We don't just talk it, we walk it." The statement of beliefs and profile of the graduates are not well known. We did not see them posted or printed and stakeholders do not know of their existence. That being said, stakeholders do embrace the concepts contained in those documents: excellence in academics, service to the community, integrity, development of spirituality, a sense of community, and adherence to the gospel.

## VISITING TEAM ROSTER

<b>Role</b>	<b>Name</b>	<b>School/Organization</b>
<b>Chair of the Team</b>	Ann Habershaw	Aquinas Institute, Rochester, retired
<b>Team Member</b>	Andrew Cavacos	McQuaid Jesuit, Rochester
<b>Team Member</b>	Dawn Riggie	Mount Saint Mary Academy, Buffalo
<b>Team Member</b>	Richard Scully	Christian Brothers Academy, Albany