

# **Standards of Excellence for Continuous Catholic School Improvement**

## **Visiting Committee Report of Findings**

First Edition

**Western Catholic Educational Association**

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**A Self-Study for**

J. E. Cosgriff Memorial Catholic School

2335 Redondo Ave

Salt Lake City, Utah, 84108

WCEA School Code: E814

Visit Dates: 02/26/2025 - 02/28/2025

# Visiting Committee Report

## Standards of Excellence (SE)

**School Code and Name:** E814 J. E. Cosgriff Memorial Catholic School

**Address:** 2335 Redondo Ave

Salt Lake City, Utah, 84108

**Contact Number:**

**Dates of the Accreditation Visit:** 02/26/2025 - 02/28/2025

Chair of the Visiting Committee: Fabienne Esparza

VC Member: Jessica Aiello

VC Member: Connie Cox

VC Member: Gary Green

VC Member: Sara Lemcke

## CHAPTER 1 - Introduction to the School

### A. Introduction

#### **Name of School**

J. E. Cosgriff Memorial Catholic School

#### **WCEA Code**

E814

#### **School address, street, city, state, zip**

Salt Lake City, Utah, 84108

#### **School Year of Accreditation Visit**

2024-2025

#### **Year of School's Inception**

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### **Nature of the School**

#### **School Ownership Status**

- Parish School
- Diocesan School
- Order School
- Privately Owned School
- Other

#### **School Gender Format**

- Coeducational
- All Female
- All Male

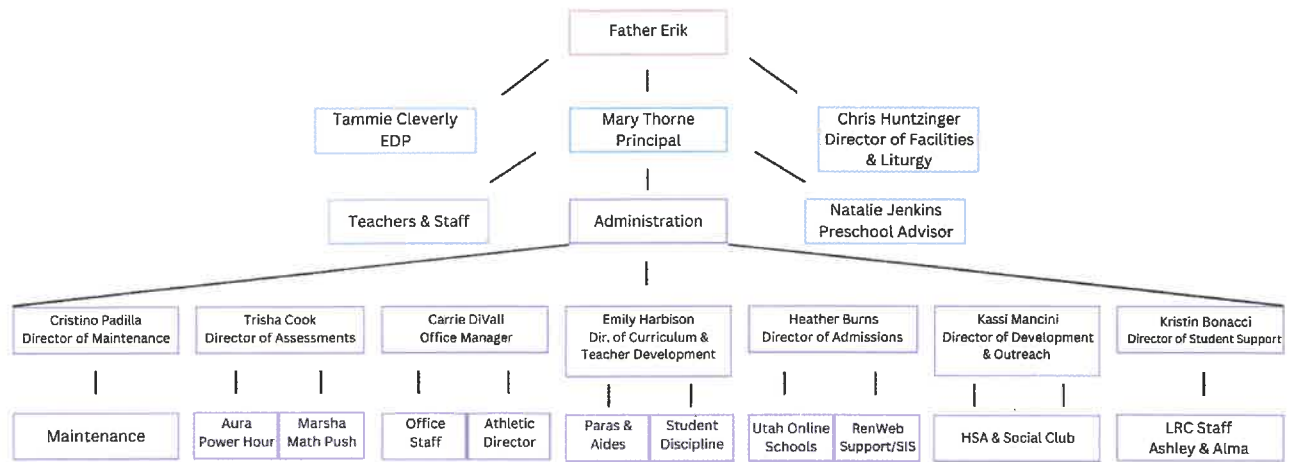
### **Government Structure**

- Consultative
- Advisory
- Limited Jurisdiction
- Other

*\*with reserve powers to the Owner (i.e., diocese, parish, religious congregation, other [canonical, Juridic Person])*

### **Organizational Chart**

### Administrative Flowchart



## B. Student Demographics

### Enrollment-Elementary

Grade	25-26	24-25	23-24	22-23	21-22	20-21
TK/PK	N/A	62	56	61	62	61
1	N/A	31	30	37	36	30
2	N/A	34	37	36	34	37
3	N/A	37	34	34	35	32
4	N/A	36	33	34	31	35
5	N/A	35	34	31	36	32
6	N/A	28	30	34	28	30
7	N/A	31	34	28	29	30
8	N/A	35	31	28	24	35
Total	0	329	319	323	315	322

### Demographics

Year	% Catholic	% Non Catholic	% Boys	% Girls
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19-20	77%	23%	N/A	N/A
20-21	76%	24%	N/A	N/A
21-22	69%	31%	N/A	N/A
22-23	64%	36%	N/A	N/A
23-24	62%	38%	47%	53%
24-25	60%	40%	47%	53%

## Racial Composition

Year	American Indian or Alaska Native	Asian	African American	Other Pacific Islander	White	Two or more races	Hispanic	Non Hispanic
24-25	0%	5%	0%	0%	86%	6%	14%	86%
19-20	0%	3%	1%	0%	87%	9%	8.5%	91.5%
20-21	0%	2%	1%	0%	85%	12%	7%	93%
21-22	0.3%	0.6%	0.3%	0%	83%	16%	10%	90%
22-23	0%	3%	1%	0%	82%	14%	11.5%	88.5%
23-24	0%	2.5%	0.5%	0%	87%	10%	12%	88%

## International Students

Year	Number of International Students
19-20	0
20-21	0
21-22	0
22-23	0
23-24	0
24-25	0

## Countries of Origin

Country	% of 25-26	% of 24-25	% of 23-24	% of 22-23	% of 21-22	% of 20-21
No records found.						

## C. School Personnel Demographics

### Administrative Personnel

Admin Position Title	Years in Current Position	Male	Female	Catholic	Non Catholic	Degrees
Principal	2	No	Yes	Yes	No	Master's
Vice-Principal	2	No	Yes	No	Yes	Master's

### Faculty and Staff

#### Full Time Faculty

Male	Female	Catholic	Non Catholic	Bachelors Degree	Credential	Masters	PhD
6	27	15	18	11	18	4	0

#### Part Time Faculty

Male	Female	Catholic	Non Catholic	Bachelors Degree	Credential	Masters	PhD
8	20	10	18	13	12	2	1

#### Racial Ethnic Group(s) (all Faculty)

American Indian or Alaska Native	Asian	African American	Other Pacific Islander	White	Two or more races	Hispanic	Non Hispanic
N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

#### Non Teaching Staff

Male	Female	Catholic	Non Catholic
6	11	7	10

## **Board/Council**

### **Type of Board**

- Consultative
- Advisory
- Limited Jurisdiction
- Other

## **Parent Organization**

A Home and School Association has been formed so that communication between home and school is facilitated. This Association works with the administration to support the school in many ways. Meetings are held on the first Thursday of each month. Regular attendance at these meetings is strongly encouraged.

## **Alumni Organization**

N/A

## D. Brief History of the School

J.E. Cosgriff Memorial Catholic School (referred to therein as J.E. Cosgriff) is a ministry of St. Ambrose Parish. The school is so named because it was built through the generosity of the Cosgriff-Sturdevant families in memory of James Edward Cosgriff, husband of the late Mrs. Mildred Cosgriff. Mrs. J.E. Cosgriff and Mr. Walter E. Cosgriff, son of Mr. J.E. Cosgriff, were living at the time the gift was made and were numbered among the donors.

The first school session began on September 3, 1957 with classes from Kindergarten to sixth grade. The Daughters of Charity staffed the school initially and continued serving at the school until 1991. Through the years, the school has expanded to include toddlers through eighth grade. The school library was added in 1982. The Extended Day Program was added in 1995. This important before and after school care program is located in the Vaughan Center, named for a former pastor, Msgr. William Vaughan.

The McCarthy Center was dedicated on May 12, 2002. This addition was built where the convent and chapel previously stood. It was named after the late Thomas Kearns and Jane Finn-McCarthy because of their generous donation toward the building. They were longtime members of St. Ambrose Parish. The McCarthy Center now houses middle school classrooms, an art/science room, offices for our counselor and Learning Resource Center, the toddler, preschool and prekindergarten programs and one of our two kindergarten classes. This space allows the first and second grade classes to be split and for one classroom to be dedicated as the Reading Room.

The Reading Room and the Reading Team support leveled literacy instruction, small group work and other curriculum support. With dynamic leadership and our generous community, continuous improvement and program development has been possible.

Renovations and upgrades to the school kitchen, computer lab, classroom technology, the playground and creation of a Peace Garden, as well as the addition of Latin and violin instruction for the middle grades are examples of such efforts. Most recently, substantial projects have focused on the infrastructure to support effective schoolwide technology use and the health and safety of students and faculty.



## E. Most Significant Developments in School Life Since the Last Self-Study

- **Building Security:** New cameras, inside and outside, new mid-hall door, key-fob entry. New blinds are in progress.
- **Continued growth in student well being:** 1) Mind Up Program implemented in all classrooms for the last three years to promote mindful awareness and social-emotional learning. 2) Implemented PBIS (ROAR) for behavior management, to provide parent feedback and blend the SLEs with student behavior expectations.
- **Middle School Electives:** This year is the second year middle school students have an elective class. Some electives include: cooking, robotics, personal finance, knitting, yearbook, photography, great books and movies, sustainability, self defense, choir, percussion and more. Teachers choose their electives which are taught for a whole semester.
- **Adoption and implementation of i-Ready Math Curriculum throughout the building:** This is the second year of usage of the i-Ready personal instruction and the first year of the curriculum implemented K-8.
- **Building a stronger faculty community-** PLC groupings at school and Diocesan wide levels, teacher engagement and activities with administration and parent groups, more use of stipends and raise in salaries.
- **Splitting the 3rd grade into two classrooms (Fall 2024).**
- **New principal in the 2020/2021 school year:** The current principal started in the 2023 /2024 school year and hired a full-time assistant principal for teacher mentoring and student discipline.

## CHAPTER II - School Purpose

### **Mission/Philosophy/Vision Statements**

J.E. Cosgriff Memorial Catholic School, a ministry of St. Ambrose Parish is a place where faith is rooted in the Catholic Church, knowledge is pursued with excellence, and character is visible through service and community.

We, the faculty and staff of J.E. Cosgriff Memorial Catholic School, see ourselves as commissioned by the Church and delegated by parents to teach the children entrusted to our care. Together we strive to develop in our students' respect, compassion, dignity, and confidence as children of God. Through the charism of cura personalis, we will build their spiritual strength, academic excellence, and artistic appreciation. It is our goal to strengthen Catholic identity in a Christian environment, by involving students in prayer, worship, and stewardship in and outside of the school setting. We strive to instill in our students the love of learning, the desire to be of service to others, and the importance of respect for all people in our school and our world. Our students will then be able to accept the challenge and responsibility of living in a diverse and global community.

N/A

*Tell how the Mission, Philosophy and Vision (optional) Statements were created and/or reviewed and then tell how they are promulgated in school life.*

### **Statement of Student Outcomes (SLEs/ISOs/Etc.)**

Catholic Identity: Respect  
 Lifelong Learner: Ownership  
 Character: Attitude  
 Civid & Global: Responsibility

All faculty lead by the Building Leadership Team  
 Building Leadership Team is made of:  
 Mary Thorne - Administration  
 Emily Harbison - Assistant Admin  
 Carrie Divall - Office manager  
 Heather Burns - Enrollment and Community Advisor  
 Kristy Hyres - Social committee and teacher satisfaction / short core  
 Lauren Moran - Primary and reading  
 Sam Scott - Upper elementary  
 Brittany Barnes - Middle school / Religion  
 Natalie Jenkins - Preschool / PreKindergarten  
 Kristin Bonnaci - LRC and student support  
 Marsha Newman - Math Push

Monthly: Faculty Meetings & Leadership Team Meetings  
 Hallway conversations regularly

*Explain how these statements were created and/or reviewed, and then tell how they are integrated in school life.*

The school recently did a full review of Schoolwide Learning Outcomes with a smaller committee, then being reviewed by the faculty. Additionally, they delineated expected behaviors and actions to support each SLE which has been highly effective. A regular review of SLEs in the future would be beneficial.

## CHAPTER III: QUALITY OF THE SCHOOL'S EDUCATIONAL PROGRAM

### Domain 1 : Mission and Catholic Identity

*The Church's teaching mission includes inviting your people to a relationship with Jesus Christ or deepening an existing relationship with Jesus, inserting young people into the life of the Church, and assisting young people to see and understand the role of faith in one's daily life and in the larger society. "This unique Catholic identity makes our Catholic elementary and secondary schools 'schools for the human person' and allows them to fill a critical role in the future life of our Church, our country and our world" (The Catholic School on the Threshold of the Third Millennium, 1997). The following Standards address Catholic identity and culture as vital to the mission of Catholic schools in the United States,*

#### Standards 1-4

**Standard 1: An excellent Catholic school is guided and driven by a clearly communicated mission that embraces a Catholic Identity rooted in Gospel values, centered on the Eucharist, and committed to faith formation, academic excellence and service.**

Visiting Committee Degree of Observance (based on the average rating of Benchmarks):  
Fully Meets Benchmarks (3)

#### **Rationale for the Visiting Committee's Discernment Regarding Standard 1:**

*After a thorough discussion/analysis of Standard 1, write a concise rationale that reflects the VC evaluation of the school's assessment of itself in relation to this Standard. Include citations relating to the Benchmarks and evidence observed. 1 to 2 paragraphs, not exceeding one page.*

At J.E. Cosgriff Memorial Catholic School, the mission statement and Catholic Identity are integral to the school's values and operations. The leadership strives to ensure the mission is understood and embraced by all members of the community, including students, faculty, parents, and staff. The mission is prominently displayed in public areas and included in official documents, reflecting the school's commitment to Catholic Identity. Additionally, the SLEs flow directly from the mission statement, and facilitate a school culture that embodies the teachings of Christ in both character and behavior. The school's liturgical program, centered on the Eucharist, allows students to participate in various Mass roles such as lectors, altar servers, and choristers, ensuring they have opportunities to serve with purpose and integrity. The Liturgical Choir further strengthens the school's commitment to Catholic education, and the community through fostering opportunity for students to participate in monthly Sunday Masses, in collaboration with the Religious Education Program.

The liturgical program works alongside the school's catechetical instruction to enhance Catholic Social Teaching and Catholic Identity, as outlined in the mission statement. Students gain a deeper understanding of the faith through participation in the liturgy and related subjects such as visual arts. The school excels in its embodiment of Catholic Identity; numerous sacramentals of faith and student work, found throughout the classrooms, hallways, and campus exhibit a deep connection to the faith and Catholic tradition. While the school excels in making the mission statement visible and aligning it with Catholic values, it acknowledges there is room for growth in ensuring all members of the school community fully understand the mission. While J.E. Cosgriff stakeholders recently reviewed and revised the mission statement,

regular reviews and renewal of the mission, through engagement with faculty, staff, parents, and students, will help to further strengthen the school's connection to its shared purpose in the future.

**Standard 2: An excellent Catholic school adhering to mission provides a rigorous academic program for religious studies and catechesis in the Catholic faith, set within a total academic curriculum that integrates faith, culture, and life.**

Visiting Committee Degree of Observance (based on the average rating of Benchmarks):  
Fully Meets Benchmarks (3)

**Rationale for the Visiting Committee's Discernment Regarding Standard 2:**

*After a thorough discussion/analysis of Standard 2, write a concise rationale that reflects the VC evaluation of the school's assessment of itself in relation to this Standard. Include citations relating to the Benchmarks and evidence observed. 1 to 2 paragraphs, not exceeding one page.*

J.E. Cosgriff Memorial Catholic School meets religious education expectations with a rigorous program that integrates faith, culture, and life. The school uses the diocesan-approved "We Believe" curriculum by Sadlier, providing a solid foundation for faith formation. Teachers are well-trained through the *Teach in Christ* program. Additional faith activities, such as retreats, Sunset Rosary, St. Nicholas Night, and Lenten Soup Suppers further support students' spiritual development.

While the school excels in meeting standards, teachers indicated they would like to implement greater integration of Scripture and Catholic tradition across subjects to further deepen students' critical and ethical thinking.

**Standard 3: An excellent Catholic school adhering to mission provides opportunities outside the classroom for student faith formation, participation in liturgical and communal prayer, and action in service of social justice.**

Visiting Committee Degree of Observance (based on the average rating of Benchmarks):  
Fully Meets Benchmarks (3)

**Rationale for the Visiting Committee's Discernment Regarding Standard 3:**

*After a thorough discussion/analysis of Standard 3, write a concise rationale that reflects the VC evaluation of the school's assessment of itself in relation to this Standard. Include citations relating to the Benchmarks and evidence observed. 1 to 2 paragraphs, not exceeding one page.*

J.E. Cosgriff Memorial Catholic School meets the expectations for student faith formation by offering various opportunities for prayer, Eucharist, liturgy, and service. The school actively engages students, grouped by both class and school family, in Christian service programs, including partnerships with Primary Children's Hospital, Thanksgiving Baskets for St. Patrick's Parish, and donation drives for various causes. Eighth-grade students also volunteer at the Utah Food Bank as part of their Confirmation preparation. These initiatives foster a strong

sense of social justice and compassion, with students consistently witnessing role models of faith and service among faculty and staff. Additionally, each class takes part in hosting Mass, where students participate as lectors, cantors, and altar servers, further enriching their spiritual experience.

While service is a key component, there is room to expand opportunities for retreats and reflection to support spiritual growth. Although the school partners with St. Ambrose in hosting a First Communion and Confirmation retreat, the school recognizes the importance of providing more age-appropriate opportunities for students to reflect on their faith through additional retreats and spiritual experiences. Further, the school is looking to reinvigorate past service projects, such as those supporting Shriners Hospital, veterans, and women and children's shelters, which were put on hold during the pandemic. By enhancing these spiritual and service opportunities, J.E. Cosgriff will continue to strengthen its commitment to forming students who are active in faith and service.

**Standard 4: An excellent Catholic school adhering to mission provides opportunities for adult faith formation and action in service of social justice.**

Visiting Committee Degree of Observance (based on the average rating of Benchmarks):  
Partially Meets Benchmarks (2)

This Standard is involved in the Educational Improvement Plan (EIP)

**Rationale for the Visiting Committee's Discernment Regarding Standard 4:**

*After a thorough discussion/analysis of Standard 4, write a concise rationale that reflects the VC evaluation of the school's assessment of itself in relation to this Standard. Include citations relating to the Benchmarks and evidence observed. 1 to 2 paragraphs, not exceeding one page.*

J.E. Cosgriff Memorial Catholic School has made strong progress in creating a supportive environment for faith formation, particularly for students. While the school has encouraged greater parental involvement in Catholic life through initiatives like Sunset Rosary, St. Nicholas Night, Grandparent Brunches centered around Mass, and First Communion and Confirmation retreat, there remains opportunity for growth in supporting the adult community, including faculty, staff, and parents. Though the school provides opportunities for adult participation in service programs and promotes social justice, more consistent spiritual experiences, such as regular retreats and faith formation discussions, are needed. The leadership team recognizes this gap and acknowledges that expanding adult faith formation—especially after challenges like the COVID pandemic and administrative changes—will strengthen the school's Catholic Identity and sense of community.

The school is dedicated to engaging parents as primary educators of faith, though there is potential to further enhance these efforts. First Communion, Reconciliation, and Confirmation sacramental programs actively involve parents, but additional educational and service programs are necessary. The school seeks to collaborate with external institutions to provide parents, faculty, and staff more opportunities to deepen their faith, understanding, and practice. By strengthening adult faith formation and social justice initiatives, J.E. Cosgriff can foster a spiritually engaged community that reflects the core values of the Catholic mission.

## Domain 2 : Governance and Leadership

*Central to the mission of the Church is the work of Catholic school education. The success of this mission depends on the key components of effective governance, which provides direction or authority, and leadership, which ensures effective operations. Catholic school governance and leadership can be seen as a ministry that promotes and protects the responsibilities and rights of the school community. Governance and leadership based on the principles and practices of excellence are essential to insuring the Catholic identity, academic excellence, and operational vitality of the school. Although governance models vary based on the sponsorship of the school, those who serve on the governing body or leadership team in Catholic schools provide for an environment for the teaching of doctrine and Sacred Scripture, the building and experiencing of community, the serving of others, and the opportunity for worship.*

### Standard 5, 6

**Standard 5: An excellent Catholic school has a governing body (person or persons) which recognizes and respects the role(s) of the appropriate and legitimate authorities, and exercises responsible decision making (authoritative, consultative, advisory) in collaboration with the leadership team for development and oversight of the school's fidelity to mission, academic excellence, and operational vitality.**

Visiting Committee Degree of Observance (based on the average rating of Benchmarks):  
Fully Meets Benchmarks (3)

#### **Rationale for the Visiting Committee's Discernment Regarding Standard 5:**

*After a thorough discussion/analysis of Standard 5, write a concise rationale that reflects the VC evaluation of the school's assessment of itself in relation to this Standard. Include citations relating to the Benchmarks and evidence observed. 1 to 2 paragraphs, not exceeding one page.*

The governing body systematizes the policies of the school's operations to ensure fidelity to mission, and continuity and sustainability through leadership successions. The updating of the new mission statement is a reflection of this as the mission now is inclusive of PBIS. Evidence of the mission statement is found throughout the school, as is the mission's connection to students' expected behaviors in the various school areas. The hiring of an assistant principal shows fidelity to leadership succession.

□The J.E. Cosgriff School Board, an advisory board, has made significant progress in the last two years, becoming more visible within the community after a period of decline during COVID and previous administrations. The Board is ready and willing to partner with the principal in serving as a liason to the parent community, help maintain school traditions, and support and enhance the school's mission. The Board and school have worked diligently to foster a positive environment, and are committed to maintaining the school's strong academics and community. The Cosgriff School Board plans to be intentional with its membership in order to better serve the community. Historically, the school and parish have had a strained relationship, but the current leadership team has made significant progress on rebuilding trust and cooperation among all stakeholders to ensure mutual success. The pastor verified that the relationship between school and parish is positive.

□

**Standard 6: An excellent Catholic school has a qualified leader/leadership team empowered by the governing body to realize and implement the school's mission and vision.**

Visiting Committee Degree of Observance (based on the average rating of Benchmarks):  
Fully Meets Benchmarks (3)

This Standard is involved in the Educational Improvement Plan (EIP)

**Rationale for the Visiting Committee's Discernment Regarding Standard 6:**

*After a thorough discussion/analysis of Standard 6, write a concise rationale that reflects the VC evaluation of the school's assessment of itself in relation to this Standard. Include citations relating to the Benchmarks and evidence observed. 1 to 2 paragraphs, not exceeding one page.*

J.E. Cosgriff focuses on enhancing professional development and faith formation for staff, and utilizes school-wide data to plan for student academic excellence and growth. The leadership team meets regularly to review and communicate new proposals and modifications to existing school programs, using comprehensive school-wide data to inform their decisions. The leadership team directs the development and continuous improvement of curriculum and instruction. The team communicates to all constituents about new initiatives and/or changes to school programs.

The self-study states that the school's critical goal in Domain Two is for the school to "clearly and simply lay out, through the faculty handbook and other resources as necessary, expectations and mentorship for Diocesan programs, school programs, professional development, PLCs, and recruitment." This goal is authentic as it was derived from faculty meetings where teachers expressed the need for more structure in expectations regarding professional responsibilities, school programs, and professional development. This centralized structure will also include information on mentorship for new teachers and teachers new to Catholic education, and on Professional Learning Communities. Updating the Faculty Handbook to address these items should resolve this issue of structure.

### Domain 3 : Academic Excellence

*The United States Conference of Catholic Bishops affirms the message of the Congregation on Catholic Education that intellectual development of the person and growth as a Christian go forward hand in hand. Rooted in the mission of the Church, the Catholic school brings faith, culture and life together in harmony. In 2005, the bishops noted that "young people of the third millennium must be a source of energy and leadership in our Church and our nation. And, therefore, we must provide young people with an academically rigorous and doctrinally sound program of education" (Renewing Our Commitment to Catholic Elementary and Secondary School is in the Third Millennium, 2005).*

*The essential elements of "an academically rigorous and doctrinally sound program" mandate curricular experiences—including co-curricular and extra-curricular activities—which are rigorous, relevant, research-based, and infused with Catholic faith and traditions. The following essential elements provide a framework for the design, implementation, and assessment of*



*authentic academic excellence in Catholic school education from prekindergarten through secondary school.*

### Standards 7-9

**Standard 7: An excellent Catholic school has a clearly articulated, rigorous curriculum aligned with relevant standards, 21st century skills, and Gospel values, implemented through effective instruction.**

Visiting Committee Degree of Observance (based on the average rating of Benchmarks):  
Exceeds Benchmarks (4)

#### **Rationale for the Visiting Committee's Discernment Regarding Standard 7:**

*After a thorough discussion/analysis of Standard 7, write a concise rationale that reflects the VC evaluation of the school's assessment of itself in relation to this Standard. Include citations relating to the Benchmarks and evidence observed. 1 to 2 paragraphs, not exceeding one page.*

At J.E. Cosgriff Memorial Catholic School, the academic curriculum is carefully aligned with the Utah Core Curriculum standards, striving to ensure that students meet educational expectations while embracing the core principles of Catholic values. The curriculum is integrated across all subjects, where religious, spiritual, and moral ethics are incorporated into the learning process, enriching students' overall educational experience.

Students are equipped with the knowledge, understanding, and skills necessary to become well-rounded individuals who are creative, reflective, and capable of solving complex problems. They are taught to be critical thinkers and responsible citizens. Playworks is used in all grades with fifth grade students acting as coaches; students reflected that the program helps to make them to be more responsible people. Middle school students also recognize that their teachers care, not only about their academics, but also their well-being and the people they become. As 21st-century learners, students at J.E. Cosgriff become adept users of technology, utilizing digital tools to publish and critique work that demonstrates their understanding and application of the curriculum. Middle school uses Chromebooks for instruction and assignments, utilizing Canvas.

Instruction at J.E. Cosgriff is comprehensive, addressing the intellectual, social, emotional, and spiritual dimensions of learning, using the Mind-Up program as an effective tool. This approach fosters a dynamic, engaging learning environment that meets the diverse needs and abilities of each student. Faculty members are committed to professional growth, engaging in ongoing collaboration across grade levels and participating in Professional Learning Communities (PLCs) to continuously enhance the quality of instruction.

The school's teaching staff meets all Diocesan, State, and National licensure requirements, ensuring that instruction is delivered with cultural sensitivity and grounded in the values of the Gospel. J.E. Cosgriff is dedicated to fostering an inclusive, supportive environment where all students have the opportunity to thrive.

**Standard 8: An excellent Catholic school uses school-wide assessment methods and practices to document student learning and program effectiveness, to make student performances transparent, and to inform the continuous review of curriculum and the improvement of instructional practices.**

Visiting Committee Degree of Observance (based on the average rating of Benchmarks):  
Fully Meets Benchmarks (3)

**Rationale for the Visiting Committee’s Discernment Regarding Standard 8:**

*After a thorough discussion/analysis of Standard 8, write a concise rationale that reflects the VC evaluation of the school’s assessment of itself in relation to this Standard. Include citations relating to the Benchmarks and evidence observed. 1 to 2 paragraphs, not exceeding one page.*

J.E. Cosgriff Memorial Catholic School is dedicated to maintaining a rigorous academic environment where student learning and instructional effectiveness are continuously assessed and refined. Through a combination of standardized assessments, such as STAR and PELI, and non-standardized tools, including phonics assessments, math evaluations, fluency passages, and i-Ready, the school ensures a comprehensive and accurate measurement of student progress. This data-driven approach allows educators to track student achievement over time, identify areas of need, and adapt instructional practices to foster sustained growth.

Transparency and accountability are fundamental aspects of the school’s assessment practices. Student performance data is regularly compiled into reports and shared with key stakeholders. By making student performance visible, the school upholds its commitment to academic excellence and continuous improvement.

Teachers at J.E. Cosgriff utilize this data to refine instructional approaches, integrating whole-class strategies with targeted small-group interventions to meet diverse student needs. Regular grade-level meetings provide opportunities for faculty collaboration, where educators analyze data, share insights, and develop strategies to enhance student outcomes. Additionally, efforts are ongoing to strengthen professional learning communities, allowing teachers to engage in meaningful discussions, develop common formative assessments, and utilize rubrics to monitor both individual and collective student growth.

**Standard 9: An excellent Catholic school provides programs and services aligned with the mission to enrich the academic program and support the development of student and family life.**

Visiting Committee Degree of Observance (based on the average rating of Benchmarks):  
Fully Meets Benchmarks (3)

This Standard is involved in the Educational Improvement Plan (EIP)

**Rationale for the Visiting Committee’s Discernment Regarding Standard 9:**

*After a thorough discussion/analysis of Standard 9, write a concise rationale that reflects the VC evaluation of the school’s assessment of itself in relation to this Standard. Include citations relating to the Benchmarks and evidence observed. 1 to 2 paragraphs, not exceeding one page.*

J.E. Cosgriff Memorial Catholic School is committed to providing a holistic educational experience that nurtures students academically, socially, emotionally, and spiritually. Rooted in Catholic values, the school creates a welcoming and supportive environment for students and their families, fostering a strong sense of community and partnership in education.

The school actively engages parents and guardians in the educational journey of their children. Events such as Back to School Night allow families to connect with teachers and familiarize themselves with classroom expectations, setting the foundation for collaboration throughout the year. Celebratory events, including "Bad in Plaid," the Fall Festival, and Grandparents in the Garden, further strengthen the bonds between students, families, and faculty, reinforcing a culture of belonging. Additionally, Catholic Schools Week and the Christmas Program provide meaningful opportunities to celebrate faith and tradition, while activities like Turkey Bingo, Fine Arts Night, and Books and Bagels encourage family participation and community involvement.

J.E. Cosgriff recognizes the importance of student well-being by offering a range of support services designed to help students succeed. Support staff address students' needs by providing accommodations through both pull-out and push-in services. A licensed clinical social worker provides both individual and group counseling, addressing emotional and mental health needs. The school's wellness program, MindUp, promotes mindfulness and emotional regulation, while the Positive Behavioral Interventions and Supports (PBIS) system fosters a culture of respect and accountability. These initiatives ensure students receive the social-emotional support necessary for personal and academic growth. Although PBIS proves effective in the lower grades, there is a recognized need by the administration, students and the visiting committee for a program that drives positive and effective behaviors in middle school.

Beyond the classroom, J.E. Cosgriff provides a variety of co-curricular and extracurricular activities that encourage students to explore their interests and develop new skills. Opportunities such as the after-school band, Girls on the Run, and the ski program promote creativity, physical well-being, and self-confidence. Programs like Mock Trial allow students to build critical thinking and public speaking skills, while athletic teams cultivate teamwork and sportsmanship. Additionally, students benefit from leadership development in Girl Scouts and experiential learning through the eighth-grade Washington, D.C. trip.

Middle school students enjoy access to diverse electives, fostering exploration and personal growth in various subject areas. The school also emphasizes the importance of service, with students engaging in monthly service projects at the food bank, reinforcing Catholic values.

## Domain 4 : Operational Vitality

*Catholic schools are temporal organizations committed to the Church and the mission of Catholic education including a commitment to a culture of excellence and rigor. These schools exist in a milieu of constant socioeconomic challenges grounded in continuous need for sustainable financial planning, human resource/personnel management and professional formation, facilities maintenance and enhancement, and the requirement for institutional advancement and contemporary communication. Catholic schools must adopt and maintain standards for operational vitality in these areas and define the norms and expectations for fundamental procedures to support and ensure viability and sustainability. When a school does not maintain standards for operational vitality, the continuation of academic excellence is in*

*grave jeopardy. Over time, even an academically rigorous school with strong Catholic identity will not survive without operational vitality. Standards for operational vitality must focus on the "operation" of the school—how it works and how it is supported—in four key areas: finances, human resources/personnel, facilities, and institutional advancement. The leader/ leadership team must manage each area and be subject to the direct oversight of the governing body in these matters.*

### Standards 10-13

**Standard 10: An excellent Catholic school provides a feasible three to five year financial plan that includes both current and projected budgets and is the result of a collaborative process, emphasizing faithful stewardship.**

Visiting Committee Degree of Observance (based on the average rating of Benchmarks):  
Fully Meets Benchmarks (3)

This Standard is involved in the Educational Improvement Plan (EIP)

#### **Rationale for the Visiting Committee's Discernment Regarding Standard 10:**

*After a thorough discussion/analysis of Standard 10, write a concise rationale that reflects the VC evaluation of the school's assessment of itself in relation to this Standard. Include citations relating to the Benchmarks and evidence observed. 1 to 2 paragraphs, not exceeding one page.*

J.E. Cosgriff provided a detailed breakdown of their budget for the current year, including data from previous years and projected versus actual income and expenses. Historical budget data, inflation estimations, and current income is used to drive budget projections. The school has a representative on the parish Finance Committee, which meets several times during the year. The school provides information on its website, as well as print materials, that clearly break down tuition costs as well as fees. There is a commendable budget-related FAQ on the website to inform parents and families of the realities and challenges relating to tuition and budgeting. Information for financial assistance, including FACTS and scholarships, is available to families on the school's website as well as in print materials. A budget summary is presented during school board meetings to keep stakeholders informed of current income and expenses. J.E. Cosgriff has set a goal for itself to increase financial communication to its stakeholders via semi-annual reports; an advisable goal as responses in the parent surveys indicated that a large percentage of parents were unsure about budget-related matters. The Visiting Committee encourages the school to look at not only the possibility of two reports to parents during the year, but other possible solutions to keep parents informed.

**Standard 11: An excellent Catholic school operates in accord with published human resource/personnel policies, developed in compliance with (arch)diocesan policies and/or religious congregation sponsorship policies, which affect all staff (clergy, religious women and men, laity and volunteers) and provide clarity for responsibilities, expectations and accountability.**

Visiting Committee Degree of Observance (based on the average rating of Benchmarks):  
Fully Meets Benchmarks (3)

#### **Rationale for the Visiting Committee's Discernment Regarding Standard 11:**

*After a thorough discussion/analysis of Standard 11, write a concise rationale that reflects the VC evaluation of the school's assessment of itself in relation to this Standard. Include citations relating to the Benchmarks and evidence observed. 1 to 2 paragraphs, not exceeding one page.*

The Faculty and Staff Handbook for J.E. Cosgriff outlines descriptions of duties and expectations for faculty and staff; however, both faculty and leadership indicated that an updated, clearer handbook would be beneficial. J.E. Cosgriff uses financial guidelines from the Diocese of Salt Lake City to guide payroll and benefit policies. Benefits are available to full-time employees. J.E. Cosgriff acknowledges that offering competitive salaries and benefits to faculty and staff is a significant financial challenge and has affected teacher retention. The school utilizes donations to fund Teacher Tuition Assistance programs, which cover the cost of tuition for staff members with students enrolled in the school, as well as the Teacher Retention Fund, a fund for teacher stipends as well as morale-boosting endeavors.

□ J.E. Cosgriff indicates that a major goal for Domain 2 is to develop a more comprehensive faculty handbook that will delineate expectations, mentorship opportunities, school programs, professional development, PLCs and recruitment. Multiple changes in administration have employees confused and concerned about delineation of responsibility with diocesan and school programs. Updating the Faculty Handbook to address these items should resolve this issue. The faculty surveys did not show a need in this area; however, discussions during faculty meetings have indicated this need. Several teachers suggested that expectations have become clearer in the past year.

**Standard 12: An excellent Catholic school develops and maintains a facilities, equipment, and technology management plan designed to continuously support the implementation of the educational mission of the school.**

Visiting Committee Degree of Observance (based on the average rating of Benchmarks):  
Fully Meets Benchmarks (3)

**Rationale for the Visiting Committee's Discernment Regarding Standard 12:**

*After a thorough discussion/analysis of Standard 12, write a concise rationale that reflects the VC evaluation of the school's assessment of itself in relation to this Standard. Include citations relating to the Benchmarks and evidence observed. 1 to 2 paragraphs, not exceeding one page.*

J.E. Cosgriff maintains a clear budget outlining specific sources of income as well as expenses. These items include specific outlines of maintenance expenses, including salaries and benefits for maintenance staff. The budget also outlines allowances for ongoing expenses, including textbooks, educational materials, and technology. The school recognizes a need to update the entry/office area for the purpose of safety and efficient use of space. A grant, along with fundraising, has been acquired to address this need. J.E. Cosgriff self-reports that spending is guided by a commitment to environmental stewardship and sustainable practice initiatives, motivated by a desire to secure a more sustainable future for generations to come.

J.E. Cosgriff approaches major purchases with the framework of sustainability, efficiency, and fiscal conservation. The school recognizes that upgraded appliances and infrastructure are typically more energy efficient. The school makes conservation of current resources a priority

to prepare for major purchases in the future. School leadership noted repairing and/or replacing windows, window coverings, boilers, and air conditioning as projected major upgrades in the future.

While J.E. Cosgriff is developing a clear vision for the future, the school could benefit from the creation of a written plan specifically outlining the steps necessary to execute financial and operational goals.

**Standard 13: An excellent Catholic school enacts a comprehensive plan for institutional advancement based on a compelling mission through communications, marketing, enrollment management, and development.**

Visiting Committee Degree of Observance (based on the average rating of Benchmarks):  
Fully Meets Benchmarks (3)

**Rationale for the Visiting Committee's Discernment Regarding Standard 13:**

*After a thorough discussion/analysis of Standard 13, write a concise rationale that reflects the VC evaluation of the school's assessment of itself in relation to this Standard. Include citations relating to the Benchmarks and evidence observed. 1 to 2 paragraphs, not exceeding one page.*

J.E. Cosgriff uses multiple online tools for marketing to prospective families as well as for communicating to currently enrolled families. The school utilizes a comprehensive website that provides information relevant to both current and prospective families. Social media profiles, including Facebook and Instagram, are updated regularly. Weekly Principal's Messages are emailed and posted on a regular schedule. Multiple calendars are used to keep shareholders informed of events. The Development Schedule and Event Timeline lays out community events throughout the year, many of which are avenues for fundraising.

The Student/Parent Handbook clearly outlines policies and procedures and requires a signature from parents to acknowledge reading and accepting information. Prospective families can explore information about the school and enrollment on the website. Prospective parents can contact the school to arrange private tours. Open Houses have not been held in recent years, due to full enrollment. An Open House is scheduled for this year to generate interest in up to six newly opened spaces in each classroom in grades Kindergarten through Second. The school, in conjunction with the parish, reaches out to families with newly baptized children planting the seed for J.E. Cosgriff as a future school for their child. The school utilizes many lines of communications with grandparents, including a grandparent-specific newsletter, the "Solid Gold Club," and grandparent-centric special events. Marketing to grandparents has proven to be another effective route for fundraising. J.E. Cosgriff acknowledges that reaching out to alumni has the potential to be a significant asset in fundraising and currently has a "Coming Soon" section for alumni on the school website.

The Visiting Committee recommends that J.E. Cosgriff create a comprehensive plan for the execution of specific institutional advancement goals.

## CHAPTER IV – Integrity of Process/Educational Improvement Plan

### A. INTEGRITY OF THE SELF-STUDY PROCESS (Standard 14)

This principle of WCEA accreditation holds that a school's Self-Study process must demonstrate integrity—i.e., inclusivity, honesty, and thoroughness—throughout the whole of the process.

Visiting Committee's Discernment Regarding the School's Integrity of the Self-Study Process

Visiting Committee Degree of Observance:

Fully Meets Benchmarks (3)

#### **Rationale for the Visiting Committee's Discernment regarding this expectation (Integrity of the Self-Study Process):**

*Directions: Provide a concise rationale for the discernment of the Visiting Committee concerning the School's attainment of Integrity of the Self-Study Process. 1 to 2 paragraphs, not exceeding one page.*

J.E. Cosgriff Memorial Catholic School has developed a culture of collaboration and transparency, through expanded communication. All faculty and staff served on at least one self-study team. Faculty and staff reported having engaging discussions during the self-study process. The development of the self-study appears to have been done with a sense of continuing to build the school and enhance operations to support student learning. The administration and leadership team are committed to continuing to expand transparency and communication to increase the already wide support.

### B. IMPLEMENTATION OF THE PRIOR PLAN FROM THE LAST SELF-STUDY (Standard 15)

To what extent did the school accomplish each part of the revised Action Plans from the last accreditation visit?

The School attainment of the prior plan from the last Self-Study:

Fully Meets Benchmarks (3)

#### **Rationale for the Visiting Committee's Discernment regarding this Standard (Implementation of the Prior Plan from the Last Self-Study):**

*Directions: Provide a concise rationale for the discernment of the Visiting Committee concerning the School's attainment of implementation of the prior plan from the last Self-Study. 1 to 2 paragraphs, not exceeding one page.*

Overall, the school has successfully implemented the goals from the Action Plan of the previous self-study.

**Critical Goal #1:** Enhance parent and student involvement in students' spiritual growth. Coming out of COVID the school has put additional emphasis on the comprehensive religion curriculum and reignited a variety of spiritual practices for the students.

**Critical Goal #2:** Strengthen and enrich student learning by applying technology programs and resources to required core subjects. The school has integrated technology and devices into each classroom. Access to devices has allowed teachers to customize instruction. The school

implemented the use of platforms such as Canvas and Google Classroom for students to complete and submit work.

**Critical Goal #3:** Effectively aggregate and analyze data for instructional and curricular improvements. The school regularly gathers data that is used to monitor student progress and tailor instruction, as needed.

**Critical Goal #4:** Incorporate SLEs in instruction to effectively meet the needs of all students. The school has done an exceptional job in making sure that students clearly understand what the SLEs mean in the context of the classroom, student interaction and responsibility throughout the school day.

### C. NEW EDUCATIONAL IMPROVEMENT PLAN (EIP)

As an outcome of its Self-Study, the school creates an Educational Improvement Plan. This plan addresses the vital areas in which the school needs to grow or improve. The elements or details of each plan for vital growth include (identification of): the Critical Area of Growth; the goal of the growth plan for this area; the rationale for the plan; the constitutive objective of the plan; the person(s) responsible; the necessary resources; ways of assessing progress; ways of reporting progress; and a timeline.

*Directions: State each major improvement goal that constitutes the current overall Improvement Plan that the school has conceived.*

#### Key Strengths

- Domain 1  
Key Strength: The mission statement is visible in public places and contained in official documents.
- Domain 1  
Key Strength: The governing body and the leader/leadership team ensure that the mission statement includes the commitment to Catholic identity.
- Domain 2  
Key Strength: The leader/leadership team directs the development and continuous improvement of curriculum and instruction and utilizes school-wide data to plan for continued and sustained academic excellence and growth.
- Domain 2  
Key Strength: The governing body systematizes the policies of the school's operations to ensure fidelity to mission, and continuity and sustainability through leadership successions.
- Domain 3  
Key Strength: School-wide and student data generated by a variety of tools are used to monitor, review, and evaluate the curriculum and co-curricular programs; to plan for continued and sustained student growth; and to monitor and assess faculty performance.
- Domain 3  
Key Strength: Co-curricular and extra-curricular activities provide opportunities outside the classroom for students to further identify and develop their gifts and talents and to enhance their creative, aesthetic, social/emotional, physical, and spiritual capabilities.
- Domain 4  
Key Strength: The governing body and leaders/leadership team provide families access to information about tuition assistance and long-term planning for tuition and Catholic school expenses.



- Domain 4  
Key Strength: The school's budget supports facilities, equipment, and technology management with specific funds for capital improvements, depreciation, and replacements.

### Critical Growth Areas:

- Domain 1: The leader/leadership team collaborates with other institutions (for example, Catholic Charities, Catholic higher education, religious congregation-sponsored programs) to provide opportunities for parents to grow in the knowledge and practice of the faith.
- Domain 2: The leader/leadership team takes responsibility for the development and oversight of personnel, including recruitment, professional growth, faith formation, and formal assessment of faculty and staff in compliance with (arch) diocesan policies and or religious congregation sponsorship policies.
- Domain 3: Guidance services, wellness programs, behavior management programs, and ancillary services provide the necessary support for students to successfully complete the school program.
- Domain 4: Financial plans include educational materials for distribution to all members of the community explaining the total cost per child and how that cost is met by identifying the percentage of cost that is paid for by tuition and the remaining amount of cost that is supported by other sources of revenue.

### Additional Critical Growth Areas Identified by the Visiting Committee

No additional areas are identified.

### Evaluation of School Action Plans

#### Domain 1 Mission and Catholic Identity

**Critical Goal:** To increase faith formation for students and families through quarterly events held on campus

**Rationale:** Our self study recognizes a need for faith formation and service projects within the community in an effort to increase Catholic Identity. The parent surveys show a deficiency in opportunities to celebrate and share the Catholic faith within the school year.

Rating of the particular action plan

Fully Meets Benchmarks (3)

#### Goal Evaluation Rationale

*Write a brief rationale for the preceding evaluation of the details of the goal, 1 to 2 paragraphs.*

Although the objective of this goal is written "to increase faith formation for students and families," in discussion with faculty and reference with the benchmarks, the emphasis needs to be on faith formation of the parents who will in turn increase family practices of the faith. Student faith formation is quite strong. Catechesis for the parents is currently limited thus giving the school an opportunity to further educate the parents, faculty, and staff in the teachings and practices of the Catholic faith and Catholic Social Teachings.

#### Goal Amendment(s)

*Tell whether the visiting committee has suggested any amendment(s) to this goal; if so, a brief*

*explanation of the suggested amendment(s) is included, along with the rationale.*

## Domain 2 Governance and Leadership

**Critical Goal:** Administration will clearly and simply lay out, through the faculty handbook and other resources as necessary, expectations and mentorship for Diocesan programs, school programs, professional development, PLCs and recruitment.

**Rationale:** While the faculty surveys did not show a need in this area, discussions during faculty meetings have shown a need for an explanation of expectations and mentorship. Multiple changes in administration have employees confused and concerned about diocesan programs, school programs, mentorship and community.

Rating of the particular action plan

Fully Meets Benchmarks (3)

### Goal Evaluation Rationale

*Write a brief rationale for the preceding evaluation of the details of the goal, 1 to 2 paragraphs.*

Changes in personnel and leadership, along with the gap of COVID and policy changes at the diocesan level created confusion among faculty and staff. The development of a more comprehensive faculty handbook will provide clear communication of expectations and policies for all employees.

### Goal Amendment(s)

*Tell whether the visiting committee has suggested any amendment(s) to this goal; if so, a brief explanation of the suggested amendment(s) is included, along with the rationale.*

## Domain 3: Academic Excellence

**Critical Goal:** Evaluate and improve our current PBIS program to strengthen discipline, positive reinforcement and restorative justice between administration, teachers and students and continue the good work we are doing with fidelity.

**Rationale:** Behavior expectations have relaxed since the Covid pandemic and it has been challenging to bring students and teachers back to traditional J.E. Cosgriff expectations. While the administration has worked to create a PBIS program and decision tree, a percentage of students seem to be lacking in empathy, respect and overall school acceptable behavior.

Rating of the particular action plan

Fully Meets Benchmarks (3)

### Goal Evaluation Rationale

*Write a brief rationale for the preceding evaluation of the details of the goal, 1 to 2 paragraphs.*

The implementation of a PBIS program was the first step to strengthen positive comportment. The school has recognized that the current program offers effective strategies for K-5, but is somewhat lacking for grades 6-8. Evaluating additional options and choosing a program to meet the needs of middle schoolers will promote more positive behaviors overall. Additionally, further training on implemented programs so that all faculty and staff use a common language to encourage good decision making and problem solving will highly benefit students.

### Goal Amendment(s)

*Tell whether the visiting committee has suggested any amendment(s) to this goal; if so, a brief explanation of the suggested amendment(s) is included, along with the rationale.*

#### Domain 4: Operational Vitality

**Critical Goal:** Bi-annual publications of finances within the J.E. Cosgriff community. These publications will include information on: cost to educate, basic school financial information, enrollment, financial shortfalls and school needs.

**Rationale:** While J.E. Cosgriff is very good at raising money, there is community curiosity as to where money is going, how it is being used and where needs remain.

Rating of the particular action plan

Fully Meets Benchmarks (3)

#### Goal Evaluation Rationale

*Write a brief rationale for the preceding evaluation of the details of the goal, 1 to 2 paragraphs.*

The school leaders are excellent stewards of the institution's resources. While outstanding personnel are in place and moving forward, the formalization of plans and procedures are not fully in place. Leadership is open and responsive to parent input.

#### Goal Amendment(s)

*Tell whether the visiting committee has suggested any amendment(s) to this goal; if so, a brief explanation of the suggested amendment(s) is included, along with the rationale.*

The Visiting Committee encourages leadership not to limit their efforts for more transparency to a second financial report and to assess additional ways to keep parents informed.

### Overall Rating for School's Educational Improvement Plan (Standard 16)

#### Rating

Please complete all benchmark ratings above.

Fully Meets Benchmarks (Fully Meets)

*Directions: Provide a concise rationale for the discernment of the Visiting Committee concerning the School's New Educational Improvement Plan. 1 to 2 paragraphs, not exceeding one page.*

After a thorough review of programs and offerings, the school has identified key areas for growth. The Visiting Committee observed many aspects of the school and determined that the Critical Areas for Growth were appropriately identified. With a couple of minor changes in focus, achieving the action plans for these Areas for Growth will enhance the overall school programs, student learning and the promotion of faith and spiritual growth for students, parents, faculty and staff. The school has the capacity and desire to achieve these goals over the upcoming years.

