

St. George Catholic School

Narrative: Self Study

St. George Catholic School began the Accreditation process in April of 2014. At this time, the Diocese presented an overview of the process to the principals. The principals then assigned two Accreditation coordinators for each school. St. George appointed Mrs. Angele Fontenot, Assistant Principal, and Mrs. Lynn Blanchard, 3rd grade teacher, as the Coordinators. The Diocese established a timeline for the coordinators which allotted time each month for the coordinators to meet at the Diocese. These meetings were scheduled in order to allow coordinators to learn and focus on monthly tasks and check for pacing and production. Mrs. Blanchard and Mrs. Fontenot attended every scheduled Diocesan Accreditation meeting. Following the assignment of the coordinators, Mrs. Fontenot and Mrs. Blanchard created the committees, assigning committee chairpersons and a timeline for the process. Careful consideration went into assigning committees and chairpersons with attention to experience, knowledge and interest. During this month of August forms for the Profile section were given to the admissions Secretary, Sissy Duncan, so that information could begin to be gathered and recorded. The accreditation process was also introduced to the faculty at the first faculty meeting and to the parents of St. George School at parent orientation.

Due to the large faculty at St. George all Standards and Benchmarks were worked on simultaneously. Monthly faculty meetings during September, October and November were used to disseminate the information and time was set aside for committees to work on benchmark analysis. Chairpersons guided their individual committees through the process while focusing on survey evidence and physical evidence. Faculty members were offered the opportunity to give feedback on other benchmarks by way of an interactive bulletin board. Defining Characteristics and Benchmarks were posted on the bulletin board and grade levels were assigned specific colored sticky notes in order to give feedback. All grade levels were encouraged to be represented on the bulletin board feedback. In addition to faculty feedback, the School Advisory Committee discussed and shared input regarding the Defining Characteristics during their October meeting.

Diocesan meetings during the months of October, November and January described how worksheets should be filled in and narratives should be written along with details of how accreditation binders should be organized.

Once benchmark worksheets were completed and feedback was gathered, committee chairpersons began to compose the narrative for each Standard. Standard webinars were viewed by some committees when deemed necessary. The narrative writing process was outlined by the coordinators and clearly explained to each individual chairperson. Chairpersons were expected to use survey evidence and physical evidence to support any claims made in the narratives.

On December, 19th the first draft of all narratives were due. Revisions were made throughout January and February. During this phase many details were checked including: documentation of evidence, gathering of physical evidence, checking grammar and making sure all narratives truly supported the benchmarks and standards.

Once the standard narratives were complete individual standard binders were created to organize the paperwork that went into creating the narratives. Each standard has an individual binder that is divided into the following sections: final narrative and worksheets, narrative in progress, worksheet in progress and evidence. A custom St. George evidence worksheet was created for this last section. Each chairperson was required to read their final narrative and record every piece of evidence that was mentioned in the narrative on the evidence worksheet. This worksheet was then used to guide the collection of all physical evidence. If the evidence was too cumbersome to gather it was noted on the worksheet where the item could be found.

The official Accreditation Binder was started at this point in March. The final worksheets and narratives were formatted appropriately and placed in the binder while work on the profile section was reignited. Work began on composing the Domain Reflections. Each committee chairperson was instructed to use the standard narratives to write the domain reflection. The Diocesan Accreditation workshop for March focused on what would be entered into ASSIST and how to enter data into ASSIST.

In April the feedback forms were used throughout the month at different meetings to gather feedback from stakeholders. The Home and School board and the School Advisory Committee both devoted their monthly meeting to analyzing the worksheets and narratives to provide feedback. A special questionnaire was also given to present St. George students to confirm that the survey evidence still held true to today. The faculty read worksheets and narratives during their monthly faculty meeting and provided feedback as well. The Diocese Accreditation meeting focused on the templates for ASSIST.

May was used to complete final editing and revisions of all standard narratives and domain reflections. A writing/editing committee was formed to review all documents. Data was entered into ASSIST and the binder was checked for completion. The May Diocesan meeting addressed goal writing. Clear directions were given on how to write a meaningful goal.

The month of June was devoted to writing Goals. The principals, assistant principals and Accreditation Coordinators spent two in-service days discussing how to write a good goal, June 8th and June 9th. Goals were then written on June 10th during the last day of in-service. Binders were updated, completed and turned in to the Diocese on June 12th. At this point they were reviewed at the Diocesan level and then shared with other schools so that peer reviews could be done and feedback given. Updates were made to each binder and the final binder was turned in on October 15th, 2015.