



STANDARD

1

An excellent Catholic school is driven and guided by a clearly communicated mission that embraces a Catholic identity that includes gospel values, a focus on the Eucharist, and a commitment to communal faith formation, academic excellence, missionary discipleship, and service.

Benchmark 1.1: The governing body and the leader/leadership team ensure that the mission statement identifies the school as Catholic and references the school’s unique religious character or charism.

LEVEL 4
Exceeds
Benchmark

The mission statement **explicitly and unequivocally proclaims** the school’s pervasive commitment is to fostering Catholic identity.

The mission statement **clearly identifies** the school’s unique religious character or charism and is **presented effectively to all stakeholders and integrated into the life of the school.**

LEVEL 3
Fully Meets
Benchmark

The governing body and the leader/leadership team ensure that the mission statement identifies the school as Catholic and references the school’s unique religious character or charism.

LEVEL 2
Partially Meets
Benchmark

The governing body and the leader/leadership team ensure that there is a mission statement but the **mission statement is only vaguely Catholic** and/or may use generically Christian language to allude to the school’s commitment to Catholic identity.

LEVEL 1
Does Not Meet
Benchmark

The mission statement **does not clearly** communicate commitment to Catholic identity, or a mission statement doesn’t exist.

**Possible Sources
of Evidence**

- The mission statement contains language that unmistakably identifies the school as Catholic
- Source documents for mission development demonstrate commitment to Catholic identity and the religious character or charism of the school:
 - Examples could include Vatican documents, seminal essays, Catholic identity as expressed through concrete actions based upon gospel values, a focus on the Eucharist and a commitment to communal faith formation, academic excellence, missionary discipleship, and service.
- Brochures, PR materials, websites, social media reflect the mission and the Catholic identity of the school
- Teacher and principal orientation materials contain explicit articulation of the commitment to Catholic identity and the religious character or charism of the school



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Benchmark 1.2: The governing body and the leader/leadership team use the mission statement as the foundation and normative reference for all planning.

LEVEL 4
Exceeds
Benchmark

The governing body and the leader/leadership team **consistently start all planning efforts with the mission statement** as a guide for planning and continue to align decisions and planning to the mission statement throughout the planning process.

The mission statement is used **not only as a reference** but as the basis for reviewing or adopting policies, procedures, programs, practices and in daily decision-making.

LEVEL 3
Fully Meets
Benchmark

The governing body and the leader/leadership team use the mission statement as the foundation and normative reference for most planning.

Major planning efforts **explicitly reference the mission** at the beginning of planning and throughout.

Throughout planning cycles, key components of the mission statement guide the direction and the communication of the initiatives.

LEVEL 2
Partially Meets
Benchmark

The governing body and the leader/leadership team **occasionally refer** to the mission statement during some planning efforts. When policies and procedures are reviewed, connection to mission must be inferred.

LEVEL 1
Does Not Meet
Benchmark

The **mission is not used** as a foundation and a normative reference for planning.

Possible Sources
of Evidence

- Materials for strategic planning meetings, accreditation meetings, and other planning efforts show that such efforts start with the mission statement
- School Advisory Board and subcommittee meetings use the mission statement as the underpinning of all policy recommendations
- Informative materials regarding new programs, etc., show connection to mission



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Benchmark 1.3: The school leader/leadership team regularly calls together the school's various stakeholders (including but not limited to faculty and staff, parents, students, alumni(ae)) to review, clarify, and renew commitment to the school's mission statement.

LEVEL 4
Exceeds
Benchmark

The school leader/leadership team establishes and maintains a **well-communicated** process of **annually reviewing, clarifying, and renewing** the school's mission statement in consultation with the school's various stakeholders.

LEVEL 3
Fully Meets
Benchmark

The school leader/leadership team regularly calls together the school's various stakeholders [including but not limited to faculty and staff, parents, students, alumni(ae)] to review, clarify, and renew the school's mission statement.

LEVEL 2
Partially Meets
Benchmark

The school leader/leadership team includes the school's various stakeholders in reviewing, clarifying and renewing the school's mission statement only **occasionally**, usually in preparation for a pending event, such as accreditation.

LEVEL 1
Does Not Meet
Benchmark

The school leader/leadership team **does not** call together the school's various stakeholders (including but not limited to faculty and staff, parents, students, alumni(ae)) to review, clarify, and renew the school's mission statement.

Possible Sources
of Evidence

- Minutes and dates of meetings with stakeholders
- Minutes and dates of subcommittee meetings concerning mission statement
- A process is articulated through leadership and policy that includes a regular review of the mission statement
- Surveys from stakeholders as part of the mission statement review process



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Benchmark 1.4: The mission statement is visible in public places and contained in official documents.

LEVEL 4
Exceeds
Benchmark

The mission statement is **highly visible in public places** throughout the school, **appearing in every classroom as well as official documents like written and electronic communications and on the school website, apps, and school social media sites.**

All stakeholders can easily and quickly access a visible copy of the mission statement including in the home languages of the families in the school.

LEVEL 3
Fully Meets
Benchmark

The mission statement is visible **in public places** and contained in official documents including but not limited to handbooks and website.

LEVEL 2
Partially Meets
Benchmark

The mission statement is only **displayed in a few public places** and a few official documents.

LEVEL 1
Does Not Meet
Benchmark

The mission statement is **not visible** in public places or on official documents.

**Possible Sources
of Evidence**

- Official stationery and electronic signatures of the leader/leadership team contain the mission statement
- The mission statement is posted in the front office and in classrooms
- Event programs display the mission statement
- All media in use and all web-related documents display the mission statement



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Benchmark 1.5: All stakeholders know and understand the school's mission.

LEVEL 4
Exceeds
Benchmark

Virtually everyone in the school community **can recite** the mission statement, clearly explain the mission of the school, and give **concrete examples** of how it is implemented in the school.

LEVEL 3
Fully Meets
Benchmark

All stakeholders know and understand the school's mission.

School leaders work to **ensure** that every group of stakeholders can articulate and explain the mission.

LEVEL 2
Partially Meets
Benchmark

Stakeholders **mostly know** and understand the mission.

LEVEL 1
Does Not Meet
Benchmark

Few stakeholders know or understand the mission.

Possible Sources
of Evidence

- The mission statement is recited by the school community at every appropriate gathering (assemblies, awards announcements)
- Students, parents, teachers and alumni are able to articulate to prospective parents and community members the mission of the school
- Orientation programs for incoming students and families demonstrate proper emphasis on the importance of the school's mission
- Open house programs display the mission statement
- Other program agendas for parents or alumni display the mission statement



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Benchmark 1.6: Supplemental statements such as the school’s motto, beliefs, philosophy, core values, charism, and/or graduate profile are aligned with the school’s mission statement and are inspired by the school’s Catholic identity.

LEVEL 4
Exceeds
Benchmark

Supplemental statements such as the school’s motto, beliefs, philosophy, core values, charism, and/or graduate profile are aligned with the school’s mission statement, **aligned with one another**, and are inspired by the school’s Catholic identity.

These supplemental statements are presented effectively and integrated into the life of the school.

LEVEL 3
Fully Meets
Benchmark

Supplemental statements such as the school’s motto, beliefs, philosophy, core values, charism, and/or graduate profile are aligned with the school’s mission statement and are inspired by the school’s Catholic identity.

LEVEL 2
Partially Meets
Benchmark

Supplemental statements such as the school’s motto, beliefs, philosophy, core values, charism, and/or graduate profile are only **partially aligned** with the school’s mission statement.

LEVEL 1
Does Not Meet
Benchmark

Supplemental statements such as the school’s motto, beliefs, philosophy, core values, charism, and/or graduate profile **do not exist or are not aligned** with the school’s mission statement.

Possible Sources
of Evidence

- Existence and documentation of supplemental statements noted in Benchmark 1.6
- Supplemental statements are accessible to stakeholders and visibly present within the school, such as on the website, student handbook, faculty handbook
- Artifacts including, but not limited to, artwork, statuary, and scripture quotes displayed reflect the school’s history and culture as well as its motto, beliefs, philosophy, core values, charism, and graduate profile
- Minutes of conversations, agendas, documentation of conversation and collaboration rooted in mission and supplemental statements