

STRATEGIC PLAN FOR THE OTTAWA JEWISH COMMUNITY SCHOOL

Vision Committee of the OJCS Board of Directors

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The Ottawa Jewish community has changed dramatically in the past 25 years. From its modest origins, the community now has a complex socio-demographic make up. Jewish community institutions, such as the Day School must now face a new set of challenges in order to meet the needs of our community. In order to help the OJCS become the school of choice for the Ottawa Jewish community, and to align the school with the evolving needs of the community, the school must chart a new course. A strategic plan is needed to act as a road map as to where the school is going, to redefine the school's vision, its' mission, the goals it must achieve, and how it can accomplish its' objectives.

The following is the first step in that planning process,

Vision Statement

The Ottawa Jewish Community School is dedicated to enriching the life of its students, and strengthening their character and love of Israel. Inspired by Jewish values and heritage, a love of learning, and guided by teaching excellence, students reach for their potential, in order to become the leaders of tomorrow, and responsible citizens of the world.

Mission Statement

The Ottawa Jewish Community School is an all day, trilingual elementary and high school that aims to develop academic and personal excellence in its students, in an inclusive and pluralistic school environment that is based on Jewish religion, culture and values.

Goals of the OJCS

Four major, strategic goals are recommended as the foundation of the strategic plan. These goals represent the core values or cornerstones upon which the school is built, and serve as the base for building and maintaining a strong Jewish community school. As with all cornerstones, these primary goals ⁽¹⁾ anchor all of the school's activities, and serve as the ideals against which the school's performance can be evaluated.

- 1. Inclusiveness. The school is inclusive and pluralistic, reflecting the community which it serves, and accommodates students with a range of educational needs, from across the religious spectrum. The school welcomes children from diverse backgrounds.*
- 2. Personal Excellence: Each child and teacher is committed to excellence. Students are supported to achieve their potential, in their academic life and in the development of character. The school is dedicated to enriching the life of its students and strengthening their character.*
- 3. Jewish Identity: The school promotes a love of Torah and Jewish ethics. The school preserves and strengthens Jewish identity by embracing the Jewish religion, culture and Hebrew language, by supporting Israel, by teaching values that bind all Jews one to another, and inspiring students to be righteous, charitable, and to improve the world.*
- 4. Sustainable. The school is a financially viable institution that will sustain itself through student recruitment and retention, community support, and sound financial and human resource practices and planning.*

Footnote 1.

While the strategic goals are identified numerically, this does not reflect a ranking of importance or priority, simply a means of reference.

In order for the OJCS to achieve its goals, a set of strategic objectives must be identified through a strategic plan. These goals and objectives serve as measurable and achievable targets over the next three to five years. A draft of the strategic objectives as currently identified are outlined below. These must be further refined through a collaborative and consultative process that reviews, ranks, and prioritizes the goals and objectives.

Goal 1: *Inclusiveness*. Provide an inclusive and pluralistic day school environment that meets the needs of students in the Ottawa Jewish community.

<u>Strategic Objective</u>	<u>Activity</u>	<u>Result/Benchmark</u>
1.1 Identify the range of educational needs within the Ottawa Jewish community	Evaluate existing data sources for population based need. Review Federation data, existing school data, and census data to quantify special and general educational need in Ottawa community.	OCJS class composition reflects educational diversity Sales and Marketing cttee linked to target population
1.2 Identify the range of educational needs that can be effectively served/accommodated within a community day school.	A. Review current spec ed and enrichment resources, utilization, and effectiveness. B. Review Judaic curriculum, (evaluate balance between language, culture, religion)	Differentiated programming Teachers trained in curriculum differentiation, student support practices, curriculum accommodation and classroom modification. IEP program Differentiated secular and Judaic programming Judaic track system with differentiated (need based) programming Theme based Judaic curriculum Ongoing evaluation/review
1.3 Identify the gaps in service between current/existing programs and community need	Review resources for enrichment/spec. ed Develop new service as needed Evaluate quality of education	Special Ed/Student Services Dept with fully trained Resource Teachers for secular <u>and</u> Judaic studies Gifted (S.I.L.) program ESL Program IEP Program Spec Ed Coordinator H.S. Guidance Counselor

<u>Strategic Goal</u>	<u>Activity</u>	<u>Benchmark</u>
1.3 (cont'd)		Study Skills program Early Intervention Reading CCAC – OT services Speech and Language support in school Behavioral Specialist Math Enrichment Program Balanced French, General Studies and Judaic curricular. Science Lab Differentiated programming (streaming) Increased percentage of students with mild to moderate learning and developmental conditions. Student Benchmarks Quality Assurance/ Management cttee E-education technology
1.4 Develop a knowledge based decision model to evaluate compatibility/ fit between students and program	Review standardized testing Early assessment program Student needs assessment	Standardized testing at select grades Entry level interview/assessment for all students Improved student retention Exit interviews Publish academic outcomes
1.5 Identify and communicate school's target population	Review entry level assessment measures Community wide awareness of school inclusiveness Showcase school's niche in providing Jewish and flexible programming	Portrait of a Graduate Constant Contact Communication Tool Regular column/articles in the Jewish Bulletin Hadashot and Rabin Times (newsletters) Teacher Web pages

Goal 2. Develop personal excellence. Each child and teacher is committed to excellence in their work. Students are supported to achieve their potential, in their academic life and in the development of their character. The school is dedicated to enriching the life of its' students and strengthening character.

Strategic Objective	Activity	Result/Benchmark
<p>2.1 Develop a knowledge based program of educational delivery that is informed by best practices</p>	<p>Review Koren report Review curriculum to insure it is in line with school mission and values Incorporate technology and e-education practices Identify a 'balanced' curriculum in secular and religious education.</p> <p>Review spec ed programming Review curriculum for relevance and balance</p> <p>Evaluate best practices in assessing student outcomes Identify model for standardized testing Identify administrative policies and practices that balance curriculum needs and students needs</p>	<p>Electronic report cards E technology in classrooms Connectivity in all classrooms Fully digitized learning environments (full access to laptop) Smart Boards Neo/Alpha Smart laptops Reading and Writing Software (Dragon Naturally Speaking and Kurzweil programs) OPL data base in library Move to paperless school Integrated educational technology within school Science and Technology "Centers of Excellence" Research labs Video conferencing State of the art library Standing Board committee on Educational Excellence</p> <p>Differentiated programming Enriched programming</p> <p>Differentiated programming</p> <p>Standardized testing</p>

<u>Strategic Objective</u>	<u>Activity</u>	<u>Benchmark</u>
2.2 Identify best practices in teaching learning strategies and skills.	<p>Identify academic content that incorporates discovery, debate, introspection, Identify gaps in educational processes Student based vs curriculum based programming Promote content areas that focus on ‘learning how to learn’, and “love of learning”</p>	<p>Debate team Marking schemes that reward learning process as well as mastery of material Study skills program Gr 7-12: Time management Science Fair Scientists in the School program Course emphasis on critical thinking ‘Learning to learn’ skills program</p>
2.3 Identify best practices for personal growth through education	<p>Incorporate character development and personal excellence into school activities. Identify personal growth benchmarks and activities Develop measurable criteria for personal excellence, character development</p> <p>Team building projects Review phys-ed curriculum</p>	<p>Student Leadership program and awards Student mentoring program School motto Student Council Drama, Arts, and Music programming Focus on Leadership (7-12) Tikkun Olam program Assembly Leaders. Mentor Week</p> <p>Intramural ‘House’ league system Intercollegiate sports teams Blues in the School Glee club and choir Reach for the Top (High School) Lunch time clubs lead by teachers and students Typing, Origami, Dance, Rays Reptiles, Chess, Environmental, Art, Drama, Sports and Cheerleading, CanWest Spelling club</p>

<u>Strategic Objective</u>	<u>Activity</u>	<u>Benchmark</u>
2.4 (cont'd)	<p>Link with J.C.C, C.B.B. and community Jewish youth programs</p> <p>Link with CHEO Youth Net</p> <p>Incorporate mental health promotion/personal growth into phys-ed program</p> <p>Link with City of Ottawa School Aged Mental Health Project</p>	<p>School based "CIT" program</p> <p>School based mental health program</p> <p>Teacher training in student leadership development</p>
2.5 Identify best practices in teacher professional development	<p>Develop collaborative professional development for teachers with other institutions (eg OCDSB)</p> <p>Integrate educational technology into teaching practice</p> <p>Enhance technology in the classroom (eg smart boards, Dragon,)</p> <p>Teacher training in differentiated instruction and parental communication.</p> <p>Develop staff-wide standards for Professional Development</p>	<p>Teacher mentoring program</p> <p>Annual C.E. plan</p> <p>P.D. standards, monitoring and evaluation program</p> <p>Performance management plan</p> <p>Teacher Code of Conduct</p> <p>Teacher Dress Code</p> <p>Access to Ottawa Board's P.D resources</p> <p>P.D. links with other Jewish schools</p> <p>Development of Collaborative Teams (teachers learning together to focus on student improvement)</p> <p>Weekly Continuing Ed.</p> <p>Teacher Handbook</p> <p>Teacher Induction program</p>

Goal 3. *Preserve and strengthen Jewish Identity.* The school is synonymous with a love of Torah and the promotion of Jewish ethics. The school preserves and strengthens Jewish identity by embracing the Jewish culture, language, and religion, by supporting Israel, teaching culture and values that bind all Jews one to another, and inspiring its students to be righteous, charitable, and to repair the world.

Strategic Objective	Activity	Result/Benchmark
3.1 Integrate Jewish ethics into school code of student and teacher conduct.	Review of Student Code of Conduct informed by Jewish ethics Review of Teacher Code of Conduct informed by Jewish values and ethics	A Student Code of Ethical Conduct A Teacher Code of Ethical Conduct
3.2 Identify best practices in teaching Jewish language, religion, culture.	Judaic Studies curricular review. Review Hebrew language competencies Identify optimum balance in content areas. Evaluate standardized testing models for Judaic Review structure and organization of Judaic Studies administration	Complete Koren review Spiral Judaic curriculum Theme based curriculum Judaic Track system with differentiated programming and curriculum. Annual program review Apply e-technology, webinars Streamlined Judaic Studies org chart
3.3 Jewish learning as fun/meaningful.	Review content balance/history, religion/values. Expand Tikun Olam program	Tikun Olam initiatives by grade OCJS outreach programs to vulnerable/general community Hillel Lodge link
3.4 Jewish values are central to the process of education and delivery of programs		Judaic Studies org. link with management, liaise with exec. curriculum and disciplinary committees. Community communication links Rabbinic and synagogue outreach/liaison

<u>Strategic Objective</u>	<u>Activity</u>	<u>Benchmark</u>
3.5 The school is partner in preserving and strengthening Israel.	Liaison with embassy	Review Israeli programming P2K partnerships

Strategic Goal 4. *Sustainable.* Establish a financially viable institution that is able to sustain itself through student recruitment, enrollment and retention, and sound financial and human resource practices.

<u>Strategic Objective</u>	<u>Activity</u>	<u>Result/Benchmark</u>
4.1 Develop financial and human resources adequate to support the school's mission.	3 year business model and Plan Fundraising plan with incremental targets Revenue and sales cttee	Complete 3 year Business Plan as outlined by Finance and Sales/Marketing committees Balanced Budget
4.2 Student Attraction, Research and marketing	Sales and marketing cttee Identify current market, review, research, and evaluate Develop marketing materials Communication; Review promotional material Develop OCJS brand Develop OJCS promotional message Evaluate best industry practices in education sales, marketing, fundraising and administration	Survey to obtain relevant data. Target release date is Mid February Develop marketing materials to identify school's (highlight differentiated programming, flexible curriculum, special needs and enriched education Benchmarks clear to parents. School and teacher websites OJCS Logo Promotional Campaign with OJCS "Tag Line", Key Message, "New School, New Model"
	Bridge with parent body, and use parents as advertisement Community Outreach Identify key transfer or entry level points	Alumni Association Parent ambassador Program Develop community ties (eg Ganon, Early Beginnings, Westboro Jewish Montessori, Synagogues, Jewish camps, JCC),

<u>Strategic Objectives</u>	<u>Activity</u>	<u>Benchmarks</u>
4.3 Integrated and innovative fundraising.	Review revenue streams	OJCS Walkathon Partnerships eg. AJA 50 Review and evaluate TAC.
4.4 Planning, allocation and management of capital assets.	Review Revenue and Subsidy Transparent TAC policies	Coordinate with the overall business plan of the school. Coordination with Federation to achieve efficiencies Standing Finance and Audit Committee of Board to provide regular review Revised school pricing

Strategic Priorities for Immediate Action

1. Complete successful agreement with Teachers Union (CBA).
2. Develop and implement a Business Plan that includes an effective marketing and student recruitment campaign and financial stability plan. This is to include a set of practical benchmarks and a 'scorecard' in order to monitor progress/success.
3. Review and revise General and Judaic Studies curriculum to reflect current community needs and to achieve excellence and balance.
4. Examine a teacher performance management system, including a code of conduct to supplement CBA.