

PAUL PENNA DJDS STRATEGIC PLAN



* APPROVED BY THE BOARD OF DIRECTORS ON JUNE 18, 2018

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1. EXECUTIVE SUMMARY

In the fall of 2017, the Paul Penna Downtown Jewish Day School Board and professional leadership began a strategic planning process to determine how the school can best serve Jewish families in downtown Toronto. The impetus that resulted in the creation of PPDJDS twenty years ago in many ways embodies the spirit of the community today - the vision of opportunity and aspiration built on an embrace of diversity, curiosity, creativity, and lessons learned from past struggles.

Without question, the landscape for Jewish day schools is changing. Jewish families are shifting to new geographic centers, leaving schools with shrinking populations in some areas and increasing ones in others. The appearance and values of Jewish families are changing, with low birth rates, increasing rates of intermarriage, and decreasing rates of affiliation. With this lies a shift in Jewish identity. Jews are moving from having one core identity, with Judaism as its anchor, to having a more multifaceted identity with Judaism as an integral yet supplemental component. Many families, in accordance with modern values, increasingly seek pluralistic, diverse communities in which to raise their children to prepare them for a global, borderless world. PPDJDS represents such a community.

Other trends are converging on the day school field particularly around the competing pressures of affordability and quality. Schools are becoming a less affordable proposition for families with few proven solutions for solving the “affordability challenge.” Strong options for public schools and private schools are presenting increased competition for Jewish day schools.

What is evident is that the future of your school is dependent upon your ability to adapt to the realities of an evolving 21st century Jewish community in Toronto. New pressures to demonstrate and strengthen educational excellence and communicate the benefits of Jewish day school suggest that the time is ripe for PPDJDS to engage in a strategic effort to ensure that an excellent Jewish day school sits at the core of the downtown Toronto Jewish community.

PPDJDS must cater to the diversity of families who arrive at its doors as well as to those who may never have considered entering. PPDJDS has an opportunity to capitalize on the promise and potential of its recent success and unify behind a common mandate and vision. Short term wins will allow PPDJDS to build momentum, demonstrate impact, and build credibility while having a clear point of view on what needs to happen in the long term that will enable PPDJDS to establish itself as a central player in the Toronto Jewish experience.

PPDJDS is poised to connect students, families, and ideas in ways that are relevant in today’s modern world; something no other Toronto school can do as effectively. At the same time, PPDJDS must have the willingness and rigor to ask the hard questions, challenge assumptions, try new things, and take risks as it evolves.

This strategic plan sets Paul Penna Downtown Jewish Day School’s course for the

next three years by building on the major strategic levers that have emerged as truly important and likely to yield the impact your school seeks to make.

PROCESS

This strategic plan is the result of a nine-month process facilitated by consultants from Prizmah: Center for Jewish Day Schools, and led by a strategic planning group including Dr. Amy Platt, Scott McGrath, Danielle Adler, Jay Rosenthal and Dan Stern. Through an extensive stakeholder engagement effort, Prizmah consultants and members of the strategic planning group conducted focus groups, surveys and interviews with approximately 75 members of the school community, including parents, grandparents, teachers, staff, board members, and donors. Findings from this phase were presented to the board at a strategic planning retreat in February 2018, where the board identified three areas for further exploration. Working groups, made up of both board members and school professionals, were formed to gather additional data in each of the areas and outline potential choices.

In May, the board gathered to review the contributions of each working group and identify goals for each of the priority areas. The strategic planning committee refined these goals, developed objectives to guide the fulfillment of each of the goals, and outlined operational plans for the next three years.

BRIEF OVERVIEW OF PRIORITY AREAS SELECTED

How do we grow past our “start up” survival tactics into a mature organization with sophisticated financial underpinnings?

RATIONALE: As a small, “start up” community day school, Paul Penna DJDS has faced many financial challenges over the years, some more dire than others. In response to the turbulent nature of our financial past, a position was taken to exercise extreme fiscal restraint as we worked towards a break-even financial position. This approach included a fundraising component whose primary objective was to pay for any costs associated with fundraising first and foremost, to then contribute to the building of a “rainy day” (general) fund and to responsibly allocate any remaining funds to meet the current and future needs of the schools. As of now, our financial position is much stronger with a balanced budget, efficiently managed costs, a growing general fund and the ability to provide financial aid beyond UJA allocations, as well as to raise additional funds for growth projects. This operational efficiency and fiscal discipline allows the school to direct fundraising dollars toward enhancements to the school rather than funding annual deficits and tuition subsidies. It also demonstrates to the community our ability to strategically steward philanthropic resources and deliver effective impacts, qualities that will help our leadership grow and deepen our donor base.

It is time for us to no longer be strictly reactive to past circumstances and to build for the future, while at the same time remembering that as a small school community we will always need to exercise caution so as to never again be in an uncertain perilous financial state. We have to move beyond of a state of financial repair to a period where ongoing and increasing financial vitality must be at the centre of all we do in order to even more successfully deliver on our mandate.

Financial vitality implies a measure of financial comfort far beyond financial sustainability. As an innovative, forward thinking school, we believe it is our imperative to have the resources available to continue providing exceptional, integrated programming that responds to the current educational needs of all of our students, and anticipates their future educational needs and prepares them for these. Reaching a state of financial vitality allows us to invest in researching the best teaching and learning modes available, evaluating our current practices, attracting and retaining the best staff and constantly improving our program through both iterative and innovative change. Through leveraging the resources available, Paul Penna DJDS will become a best practice school and a philanthropic leader in the Jewish day school system.

VISION: We will do this, in part, by developing and launching an integrated fundraising strategy that accounts for endowment, special projects, upcoming capital needs (possibly related to middle school), and an annual fund that will offset school operating expenses and contribute to the general fund.

As such, increasing our annual fundraising revenue to \$350K will allow us to stay true to our policy that requires us to continue to grow the general fund, and gives us room for transformative annual projects, as well as an endowment to allow for a larger scholarship/operational fund up to \$50K per annum. This will likely look like an endowment fund with \$1,000,000 invested in it - for an annual return of \$50K.

What upgrades do we need to make to our academic program to become the school of choice for Jewish families in the downtown core?

RATIONALE: Academic excellence must be a cornerstone of what we offer. Preparation for the next step in our children's academic careers is imperative for building our reputation and staying true to our commitment to families of readiness upon graduation. In various parent and faculty focus groups Math, French, Jewish Studies and social action curriculum were identified as areas of greatest concern in the academic program. Therefore, it is imperative that we ensure our total academic program and our academic reputation are excellent so that retention stays high and enrollment into the upper grades also increases. It is only with a strong school, from the bottom to the top, that we will be able to explore innovative growth opportunities. At no point do we want perceived poor academics to have a negative impact on recruitment or retention.

VISION: When this goal is achieved, the academic program will be thought of as excellent in all areas. Graduates will report back high levels of preparedness in all subject areas - including Hebrew and Judaics - should they continue their Jewish

education. In addition, social action will be infused into the program in multiple areas and will be implemented with attention to the projects we want to pursue, as well as being reactive to the acute needs of our local and world communities. In the recruitment process, families will seek out the school for community, Jewish values, a commitment to social action, and academic excellence in all areas.

What role should PPDJDS play in the lives of families who want to continue with Jewish Education in Downtown Toronto?

RATIONALE: Paul Penna DJDS's mission is to deliver a superior intellectual, creative, Jewish and general education for our students; to deepen our honouring of diversity; and to further focus our thoughts and actions on social justice within our school, and within our local, national, and global communities. While we wholeheartedly believe we are well on our way to fulfilling this mission within the current ranks of our students, research would suggest that by not having our own middle school, nor a viable alternative that matches our approach to education, we, as an institution and the students and families we serve, will never fully realize the potential of our mission.

More concretely, numerous studies identify the negative impact of switching schools as children move into one of their most vulnerable stages of development--adolescence. These impacts are across the board, from lower academic achievement to susceptibility to negative behaviours, including forming unhealthy peer relationships, bullying and social/emotional stresses. In the case of academics, there is significant evidence to show that the impact many children face is permanent, meaning they do not "catch up" later in high school.

Parents seem to intuit the findings from the research, as many prospective and current parents have significant reservations about choosing a school that does not have a direct middle school connection. This creates a recruitment and potential retention issue for Paul Penna DJDS even amongst those families who fully endorse our school community and approach to education.

We also need to be aware of the potential negative implications associated with the research review's assertion that students typically experience lowered academic achievement when switching schools after grade six. What this could mean for us is a perception that we did not adequately prepare our students academically for the rigors of seventh grade curriculum, when in fact their diminished achievement is a function of social-emotional impacts related to school transition and natural development. Although parents may intuit the negative social-emotional impacts of this transition, they are far less likely see the connection between these and academic achievement. This creates a reputational risk for any school that terminates at sixth grade.

Reputational risk alone, however, is not enough to merit the creation of a middle school program at Paul Penna DJDS. What does justify this creation is the fulfillment of mission and the obligations it makes towards our students. Specifically, we have made express commitments to their social-emotional development; to creating a positive Jewish

identity; to their academic achievements; and their growth as committed citizens who honor diversity and demonstrate a commitment towards social justice in all aspects of their lives. Current research would suggest our likelihood of fulfilling our mission in each of these domains is greatly diminished when our students leave us after sixth grade rather than continuing to solidify this learning and growth during a time in their lives when they are highly vulnerable and susceptible to social pressures. Deferring their transition from PPDJDS by two years better equips our students to meet the academic and social challenges of high school.

Creating a middle school will also require us to find a different and appropriate space to house the grade six through eight population, as our current facility is not equipped for this type of expansion. Although finding the right space in the right location is a challenge in and of itself, it will also provide us with a few opportunities: potential partnerships with other organizations; a chance to design and create a space that reflects and encourages the type of environment best suited for learning at this age; and will ultimately provide us with more - much needed - space at JCC for our SK - Grade 5 lower school.

VISION: A middle school at Paul Penna DJDS will not only be a continuation of our commitment to building strong foundations for individual accomplishment, community engagement, and Jewish identity in a diverse student body, done in an environment that promotes academic excellence, it will also be a place that provides students with unique and innovative educational experiences. Graduates of our school will enter ninth grade with superior creative problem solving skills, a disciplined approach to and preference for teamwork, and entrepreneurial growth mindset that enables them to look far beyond the world as it is to see a world as it could be.

2. SETTING THE CONTEXT

BACKGROUND

Paul Penna Downtown Jewish Day School (PPDJDS) is a vibrant SK to Grade 6 Jewish day school committed to educational excellence in a dynamic environment. The school's distinct program integrates Judaic and General Studies while encouraging artistic expression as a tool for learning. Committed to social justice and Tikkun Olam (Repairing the World), we nurture citizens to be compassionate, confident human beings. We offer students the opportunity to meet their full potential as individuals, Jews and valued members of the larger community. Embracing the values of diversity and equality, the school welcomes students of all Jewish backgrounds.

Over the past few years, the lay leadership of PPDJDS has worked diligently to achieve a level of sustainability and is now in a position to look beyond sustenance to growth. As a first step in this direction, a new Principal has been hired – Dr. Amy Platt. Dr. Platt brings with her outstanding experience from the Jewish day school world, having worked as a classroom teacher for 10 years and then as a Vice Principal at Bialik Hebrew Day School, achieving the position of Director of General Studies during her tenure there. Beyond that, Dr. Platt has taught graduate courses at OISE/U of T, and has participated in the Harvard Graduate School of Education course Leadership an Evolving Vision as both a participant and a faculty. With Dr. Platt on board, it is time for the lay leadership and professional staff to undergo a strategic planning process that turns our vision of transformational Jewish education into a reality.

PROCESS AND FINDINGS FROM THE ANALYSIS PHASE

From December 2017-January 2018, the strategic planning committee and Prizmah consultants conducted two faculty focus groups, two parent focus groups, two grandparent focus groups and interviews with 14 key stakeholders, representing school leaders, current and past board members, current and alumni parents and grandparents, donors, and community leaders. The focus of these conversations was to inform a SWOT analysis in which stakeholders reflected on the internal strengths and weaknesses of the school as well as external opportunities and threats facing the school. Stakeholders were also asked to reflect on particular directions that the school is considering.

The table below summarizes key themes that emerged from these conversations. The full analysis can be found in appendix A.

PAUL PENNA DOWNTOWN JEWISH DAY SCHOOL SWOT ANALYSIS

This SWOT analysis was considered carefully during the strategic planning meeting on February 22, 2018. Three priorities were selected for further examination, as they were identified as the most strategically important over the next three years.

STRENGTHS

1. Small-school feel
2. Engaged school community
3. Location
4. Educational philosophy
5. Diversity and open-mindedness
6. Talented, caring teachers

WEAKNESSES

1. Small grade size (social constraints)
2. Mission-program misalignment
3. Improvement needed in particular academic areas
4. Donor and endowment cultivation
5. Lack of space
6. Lack of middle school
7. disconnect with JK seeing that it is run through a different institution

OPPORTUNITIES

1. Growth of the downtown Jewish community
2. Non-traditional modes of affiliation among downtown community
3. Potential partnerships with downtown institutions
4. External funding opportunities

THREATS/CHALLENGES

1. Affordability
2. Competition
3. Weak feeder nursery
4. Building boon downtown
5. Dependence on JCC

3. MISSION, VISION, VALUES AND OUTCOMES

Through the Strategic planning process the Mission, Vision and Values of the school were explored. It was decided that the mission and values of the school still held true, but the vision required some tweaking. As well, the Board developed a new tagline, that feels like the right way to express the current ethos of the school. Below is the current mission, vision and values as well as the newly developed tagline. It is important that the Strategic Plan stay true to the core beliefs of the school: as expressed through the mission, vision and values.

MISSION

This is the mission the school has been working with. In essence it remains relevant and important. It is a goal for the next school year to revise the mission to ensure all of the strategic goals are aligned with the mission.

To deliver a superior intellectual, creative, Jewish and general education for our students; to deepen our honouring of diversity; and to further focus our thoughts and actions on social justice within our school, and within our local, national, and global communities

Tagline (Brand statement)*

*Written by the Board during the Board Retreat February 22, 2018

Paul Penna Downtown Jewish Day School: Providing children and families an open door to diverse Jewish life and education in a unique downtown community.

VISION -Draft

Graduates of Paul Penna Downtown Jewish Day School will have a strong Jewish identity, deep sense of curiosity, and commitment to social justice that enables them to make a positive impact, not only on their Jewish community but also on their local and global communities. Their families will actively engage in this journey, extending the impact our graduates create in repairing the world.

CORE VALUES

Where Judaism Grows: DOWNTOWN

Paul Penna DJDS was founded in 1998 by a group of dedicated professionals and parents. The founder's goals were to provide a high quality, intensive Jewish education to the children of Toronto's dynamic and expanding downtown Jewish community. Even before opening its doors, the unique plan for a pluralistic school with an integrated and arts enhanced curriculum was recognized by the "Partnership for Excellence in Jewish Education," which awarded the school start-up funding to develop its challenging and exciting academic program.

Paul Penna DJDS offers unmatched opportunities for students:

Inspiring Curiosity

- Using a challenging academic program and an arts enhanced curriculum
- Creating an environment and encouraging critical thinking
- Nurturing a love of learning
- Developing active, independent learners
- Exploring traditional and modern sources of Jewish inspiration
- Utilizing methodology that encourages questioning and exploration

Honouring Diversity

- Embracing a pluralist philosophy
- Striving toward an integrated social justice ideology
- Respecting a wide range of Jewish observance and backgrounds
- Valuing mutual respect
- Offering a safe place for learning, creative expression, and personal growth
- Welcoming diverse family compositions

Creating Community

- Nurturing a vibrant Jewish environment
- Fostering a dynamic and supportive environment
- Teaching an understanding and love of Jewish tradition, values, and culture
- Espousing egalitarian religious practice
- Creating authentic relationships with Judaism and the Jewish people

Paul Penna DJDS students are educated, responsible citizens and compassionate, confident members of their communities. Using their academic knowledge and ability to think critically – both cultivated through Paul Penna DJDS – past students are able to successfully negotiate the complexities of new environments.

RESULTING OUTCOMES

To effectively implement the strategic plan, it is critical to have a firm understanding of what “success” looks like. Below are the desired shared outcomes that correlate with the goals of the plan. While some of these may feel in line with what the school has been doing over the last several years, it is the expansion and delivery of these priorities that will be new and adaptive to the needs and expectations of the school community. Now is not the time to be seen as doing more of the same. Rather, now is the time to ask how might we reimagine a day school in downtown Toronto that looks different and that the community and families continue to be excited about three years from now?

OUTCOMES

- Evidence of having successfully catalyzed significant new resources: Engaging an additional \$75K per year in annual funding, an additional \$50K per year in foundation funding for short or long term projects and an additional \$50K in corporate or grant funding.
- Increased capacity to serve more students. Assuming a combined physical capacity of 194 we would achieve 94% capacity from SK through Grade 8 by 2021/2022 school year. Including higher enrollment of new families in entry level grades and beyond.
- Evidence of a shift in perspectives, enthusiasm, and perception of excellence. This will be seen in increased parent satisfaction on the annual parent survey as well as word of mouth and recruitment in all grades.
- Evidence of improved student outcomes (graduate exit surveys - readiness and report cards, evidence from teacher growth plans and teacher professional development, increased grade equivalencies on Grade 3 and 5 CAT scores).
- Expansion of school to include grades 7 and 8 having achieved benchmarks for enrollment and program excellence.

4. PRIORITY AREA GOALS AND OBJECTIVES

PRIORITY AREA	GOALS	LONG-TERM OBJECTIVES/ SPECIFIC STRATEGIES (2-4)
Financial Vitality	Become a Jewish Day School with a budget and fundraising policy that promotes growth and vitality.	Develop a fundraising policy that incorporates fundraising as a core strategy of the school while supporting the current reality, needs and future aspirations of the school.
		Develop a fundraising strategy that supports the current reality, needs and future aspirations of the school achieving an annual campaign goal of \$300k in year 1 and \$350k in year 2 and 3.
		Add corporate and grant fundraising to our development portfolio. Create revenue from grants and corporate sponsorship to the amount of \$10K by 2019/2020 school year and \$50K by the 2020/2021 year.
Continued Jewish Education with a Middle School	Build a plan for an innovative Jewish Middle School that students, families and community members are proud to be connected to	Develop a rigorous, robust professional recruitment and retention strategy (professional development, impact, salary, initial teacher growth program) for professional and lay leadership and faculty committed to a Middle School.
		Maintain robust enrollment leading up to Grade 6 and into Middle School: SK to Gr 3: average 23 - 25 students per class Gr 4 - 5: average 20 - 24 S/C Gr 6 - 8: average 17 - 20 S/C
		Excellent educational program will: 1. Develop a unique Middle School program with three strong pillars (Core, Judaics, social action) each with an intentional educational experience connected to it. 2. Develop a program that is responsive to the social and emotional needs of Middle School students. 3. Build relationships with universities for faculty development, teacher recruitment and student experience.
		Develop a branding/marketing/comms plan that focuses on the pride of affiliation with PPDJDS through all of the grades.

PRIORITY AREA	GOALS	LONG-TERM OBJECTIVES/ SPECIFIC STRATEGIES (2-4)
Educational Program	<p>1. Improve the educational program of the school so that academics is on par with the current values of community and social action.</p> <p>2. Rejuvenate our program with an enhancement of intentional and reactive social action (planned in advance and reactive to the local and world community) and meaningful visual and performing arts.</p>	<p>Enhance the math, science, and French offerings. This will be accomplished through offering excellent teacher professional development and creating growth goals that will be followed up on in regular meetings with curricular administrators. In addition we will identify new curricular resources.</p> <p>Create a scope and sequence for Judaics curriculum that builds in a progressive and sensible way, and reflects the Judaic values held by our school.</p> <p>Create and implement a scope and sequence of daily, Shabbat and holiday tiflot that is reflective of the unique way Judaism is practiced at PPDJDS, and is intentional in nature rather than reflective of individual faculty members comfort and knowledge.</p> <p>Grow the social Action offerings of the school to ensure meaningful social action is imbedded into the school and the school has capacity to react to social action opportunities as they arrive.</p> <p>Develop a recruitment and professional development strategy to hire, grow and retain excellent educators</p>

5. FINANCIAL AND CAPACITY IMPLICATIONS

In this section the Revenue and Expense consequences of each objective our explored. for some of the goals the expenses and/or revenue increase over the duration of the three year plan. This is to manage expectations about new revenues as well as manage implications for new expenses.

OBJECTIVE/STRATEGY	PERSONNELLE (PROFESSIONAL AND LAY)	PROJECTED REVENUE/ EXPENSE
Fundraising policy	Amy, Elana, Nigel, Tanya, Danielle and FC	R- \$0 E - Human resource time
Fundraising strategy to increase annual giving	Amy, Elana, Nigel, Danielle, Dan	R - \$300,000 in year 1 and \$350,000 in year 2 E - Human resource time and fundraising expenses, possibly including a Development professional
Build a plan for an innovative Jewish Middle School that students, families and community members are proud to be connected to.	Amy, Nigel, Board	see business model - developed by August 2018
Improve the educational program of the school so that academics is on par with the perceived value of community and social action	Amy, Kate, Rena	R - \$0, tremendous perceived value benefits and recruitment and retention implications E - human resource time, Professional Development time. Goal to increase PD elements of budget by \$5000 each year for 3 years to account for additional training needed for teachers and admin to increase program offerings, with cap of \$35000 of total PD expenses across the school. Program spending increase of \$7000 annually for additional educational experiences to supplement regular classroom learning (Eg. Money Managers, Future Design Schools, Coding)
Rejuvenate our program with an enhancement of intentional and reactive social action and meaningful visual and performing arts	Amy, Kate, Rena	R - \$0, tremendous perceived value benefits and recruitment and retention implications E - unknown - dependant on program choices, likely not to exceed \$5000/year

6. IMPLEMENTATION PRIORITIES

Taking into account the priorities of the school as well as the budget implications this section provides target deadlines as well as possible people required to make the objective happen. This section will continue to be monitored closely over the next three years to assess the reasonableness of each priority and the likelihood of success. however, each of these priorities has been set as realistic rather than aspirational.

IMPLEMENTATION PRIORITIES	TARGET DATE (OR RANGE)	PEOPLE RESPONSIBLE
Develop a fundraising policy that incorporates fundraising as a core strategy of the school while supporting the current reality, needs and future aspirations of the school.	December 1, 2018 - Feb 1, 2019	Elana Paice Lidsky, Amy Platt, Nigel Newton, Tanya Kirsh, Danielle Adler, Dan Stern/Jay Rosenthal
Develop a fundraising strategy that supports the current reality, needs and future aspirations of the school; achieving an annual campaign goal of \$300k in year 1 and \$350k in year 2.	January 15, 2019 - March 1, 2019	Elana Paice Lidsky, Amy Platt, Nigel Newton, Danielle Adler, Dan Stern/Jay Rosenthal
Make a final decision about Middle School for September 2019 start. Possibility to delay decision for September 2020	September - October 2018 or September - October 2019	Amy, Board
Initial Middle School announcement, recruitment and enrollment	October 2018 - May 2019	Amy, Kate, Rena
Middle School curriculum development and program finalization	November 2018-July 2019 and ongoing	Amy, Kate, Rena
Maintain robust enrollment leading up to Grade 6 and into Middle School: SK to Gr 3: average 23 - 25 students per class Gr 4 - 5: average 20 - 24 S/C Gr 6 - 8: average 16 - 20 S/C	ongoing	Amy Platt, Sheri Rapp
Strive for retention rates (not including students relocating out of the GTA) of 97% and school capacity of 95% based on a 194 student capacity (SK-Gr. 8)	May 2019, May 2020, May 2021	Amy Platt, Sheri Rapp
Build up parent ambassador program to work in conjunction with Recruitment and Retention Manager and enhance annual recruitment and retention efforts.	Fall 2018	Sheri Rapp, Elana Paice Lidsky, Alicia Richler and R/R Committee
Develop a rigorous, robust professional recruitment and retention strategy (Professional development, impact, salary, initial teacher growth program) for professional and lay leadership and faculty.	January 2019 - July 2019	Amy Platt and R/R Committee
Add corporate and grant fundraising to our development portfolio. Create revenue from grants and corporate sponsorship to the amount of \$10K in 2019.2020 and ;u\$50K by 2020/2021 school year.	November 2018 - February 2020	Elana Paice Lidsky, Amy Platt, Danielle Adler, Dan Stern/Jay Rosenthal (Board)

Develop a branding/marketing/comms plan that focuses on the pride of affiliation with PPDJDS through all of the grades	October 2019 - February 2020	Amy Platt, Board member still to be identified (Maybe Jay)
Develop Professional Development programs to engage faculty in the advancement of the school's academic and social programming. Create buy-in from the beginning and include faculty in visioning for the future	ongoing	Amy Platt, Kate Sable, Rena Marcus
Create a scope and sequence for judaics curriculum that builds in a progressive and sensible way and reflects the Judaic values held by our school.	November 2018 -May 2020	Amy Platt, Rena Marcus
Create and implement a scope and sequence of daily, Shabbat and holiday tiflot that is reflective of the unique way Judaism is practiced at PPDJDS and is intentional in nature rather than reflective of individual faculty members comfort and knowledge.	November 2018 -May 2020	Amy Platt, Rena Marcus
Enhance the math, science, and French offerings. This will be accomplished through offering excellent teacher professional development and creating growth goals that will be followed up on in regular meetings with curricular administrators. In addition we will identify new curricular resources.	November 2018 -May 2020	Amy Platt, Kate Sable
Excellent educational program will: 1. Develop a unique Middle School program with three strong pillars (Core, Judaics, social action) each with an intentional educational experience connected to it. 2. Develop a program that is responsive to the social and emotional needs of Middle School students 3. Build relationships with universities for faculty development, teacher recruitment and student experience.	September 2019 - July 2020	Amy Platt, Kate Sable, Rena Marcus
Develop a recruitment and professional development strategy to hire and retain excellent educators	February 2019	Amy Platt

IMPLEMENTATION MATRIX - 2018/2019 SCHOOL YEAR

STRATEGIC GOAL	JUL-AUG	SEPT-OCT	NOV-DEC	JAN-FEB	MAR-APR	MAY-JUN
Fundraising Policy						
Fundraising Strategy						
Final decision about MS						
MS Announcement, recruitment, enrollment						
MS Curriculum						
Robust enrollment						
Parent ambassador program						
Scope and sequence						
Enhance Math, Science, French						

See next page for 2019-2020 School Year Matrix

IMPLEMENTATION MATRIX - 2019/2020 SCHOOL YEAR

STRATEGIC GOAL	JUL-AUG	SEPT-OCT	NOV-DEC	JAN-FEB	MAR-APR	MAY-JUN
Scope and sequence						
Enhance Math, Science, French						
Recruitment and PD strategy to hire and retain educators						
MS Curriculum						
Robust enrollment						
Corporate and Grant Fundraising						
Branding Plan						
Educational Excellence						

7. CONCLUSION

This Strategic Plan is intended to guide Paul Penna DJDS through the next 3 years. It is intended to be a public document, one which the community can look to gain a sense of direction - both in the short term and long term. It is important that document is used and the school administration and the Board use this Strategic Plan to decide what to spend energy on and what not to spend energy on. In conjunction with the mission, vision and values of the school this strategic plan will ensure work being done is moving the school in the best direction forward.