

Oshawa Learning Academy - Strategic Priorities 2026-2027

Strategic Priority/Initiative	Key Performance Indicators	Critical Actions
OLA Initiative/Strategy #1 Maintain Positive School Culture + Clear Routines and Student Expectations	High student attendance rates Active student engagement observed during instructional time. Observable even-keeled behavior across transitions and daily routines. Readiness to engage when instructional tasks or schedule shifts occur. Staff climate feedback indicating aligned expectations and no unexpected operational surprises	Ensure every class reviews schoolwide and classroom routines daily. Maintain transparent expectations with students, staff, LAHC staff and families. Host an "Open House" before the school year starts to establish routines early. Maintain communication with LAHC staff to keep staff on the same page. Address behavior and routine misunderstandings immediately through in-the-moment coaching and education.
OLA Initiative/Strategy #2 Utilize Data to Increase Student Engagement and Achievement	Measurable growth on academic benchmark assessments in math and reading. Increased student growth as reflected in SAEBRS screener data. Positive shift toward a more pleasant and collaborative classroom learning environment. Higher levels of student academic engagement during peer-to-peer learning opportunities.	Provide choice in learning tasks to increase engagement and ownership. Structure collaborative learning opportunities so students learn from and support each other. Use math and reading data in team meetings to identify skill gaps and adjust instructional strategies. Address below-grade-level performance in math and reading through targeted, data-driven instruction

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OLA Initiative/Strategy #3 Professional Development for Teachers and Staff	Increased staff confidence and knowledge regarding student psychology and trauma-informed practices. Implementation of new trauma-informed strategies observed during classroom walkthroughs. Staff survey feedback indicating PD is relevant, supportive, and directly applicable to student need Improved staff ability to understand and respond to complex student emotional needs.	Provide professional development focused on student trauma and developmental psychology. Introduce fresh instructional and behavioral ideas for working with diverse learners. Facilitate discussions to help staff gain deeper perspective on student background and behaviors. Ground professional learning opportunities in real classroom challenges and staff input.
OLA Initiative/Strategy #4 Strengthen Student Self-Regulation and Positive Behaviors	Reduction in overall office behavior referral entries. Reduction in instances of students leaving school grounds or unexcused departures. Improved report card scores in social-emotional and behavioral domains. Increased percentage of students in low-risk categories on SAEBRS screeners. Observable reduction in aggressive and violent language across school settings.	Frequently and consistently recognize and celebrate positive student choices (SOTM). Guide students through emotional regulation strategies as situations arise. Continue to develop the role of behavior interventionist for targeted student coaching. Staff will model regulated, positive communication and offer replacement behavior options. Teach transferable self-regulation skills to support students when returning home or transitioning to typical school settings.

