

SCHOOL PLAN

Moscrop Secondary School

Our Story

Who we are?

At Moscrop Secondary, we are a dedicated and diverse community of learners, educators, and families committed to fostering a safe, inclusive, and supportive environment for every student. We believe in the potential of each child and strive to cultivate a love for learning that empowers them to reach their fullest academic and personal potential. With a strong focus on building foundational skills in numeracy and supporting emotional well-being through Social-Emotional Learning (SEL), we work collaboratively to ensure all students are equipped with the tools they need to succeed, grow, and thrive. Our values of respect, responsibility, and kindness guide our actions as we work together to create a nurturing and positive school culture that supports both academic achievement and social-emotional development.

Moscrop Secondary School serves approximately 1,650 students and is recognized for its academic excellence, inclusive programming, and strong extracurricular engagement. The school reflects the diversity of the Burnaby community, with a student population that includes Indigenous learners, English Language Learners, and participants in the French Immersion and those supported through Inclusive Education.

Moscrop maintains a strong academic profile, with students consistently achieving top results in provincial mathematics competitions. The school also offers a robust Athletics program, which has earned multiple local and provincial championships in recent years. Student participation in athletics is high, with a wide range of teams and sports available.

Moscrop Secondary takes pride in its dedication to equity, academic excellence, and student engagement.

What are we doing well?

At Moscrop Secondary School, we are proud of the strong sense of community that exists among our students, staff, and families. Our commitment to creating a positive, inclusive school culture has led to an environment where students feel safe, respected, and supported. Our teachers are dedicated to using innovative and engaging teaching methods, particularly in numeracy, where we have seen significant progress in student participation and confidence in math. Additionally, our focus on Social-Emotional Learning (SEL) has strengthened students' emotional literacy and resilience, helping them build positive relationships and develop key life skills. We've seen improved behavior and more meaningful interactions among students, which has created a classroom atmosphere where learning can truly thrive.

Staff at Moscrop Secondary engage in ongoing collaboration to identify students who may be at risk academically, socially, or emotionally. Through structured team meetings, learning groups, and cross-departmental discussions, educators share insights, intervention strategies, and student support plans to ensure a coordinated and responsive approach.

Professional learning is a key component of this collaborative culture. Staff regularly participate in targeted professional development sessions focused on inclusive education, differentiated instruction, mental health literacy, and culturally responsive teaching. These opportunities are both school-initiated and district-supported, and they are designed to build capacity across all curricular areas.

Knowledge and strategies gained through professional development are shared during staff meetings and in staff committees, fostering a culture of continuous improvement and shared responsibility. As a result of these efforts, the school is observing increased engagement from both teachers and students, with positive impacts evident across academic disciplines and student engagement and well-being.

Our *Focus*

At Moscrop Secondary, our **literacy** and **mental health** initiatives are designed to support the holistic development of our students. We use data from various sources, including counsellors, the School Based Team, and student feedback, to identify and support students who are struggling. Our literacy initiative focuses on building foundational skills through targeted interventions and resources, particularly for Grade 8 and vulnerable students. Meanwhile, our mental health initiative promotes awareness and education through activities like Mental Health Week, professional development workshops, and collaborative efforts among staff and students. By integrating these initiatives, we aim to create a supportive environment that fosters both academic success and emotional well-being, ensuring every student has the tools they need to thrive.

Moscrop Secondary's School Plan is centered on increasing both teacher and student engagement through two key areas of focus: **Literacy and Healthy Living**.

Literacy Development

Our literacy goal emphasizes strengthening students' skills in comprehension, inferencing, and critical analysis. To support this, the school has established a Literacy Committee that facilitates collaboration among educators and promotes the development and sharing of effective literacy strategies. A key initiative within this plan is the identification and support of literacy leaders within each department, who serve as catalysts for professional dialogue and innovation in instructional practice. These leaders work alongside colleagues to implement evidence-based approaches that enhance literacy outcomes across all subject areas.

Healthy Living Initiatives

The Healthy Living component of our plan aims to foster a holistic approach to well-being, addressing both mental and physical health for students and staff while building mindfulness and resiliency. Engagement is encouraged through a variety of initiatives, including: Themed workshops and wellness sessions; Guest speakers on topics related to health and well-being; Designated tech-free zones to promote mindfulness and social interaction; and a dedicated Healthy Living Week featuring school-wide activities and resources

These initiatives are designed to be inclusive and accessible, ensuring that all members of the school community can find meaningful ways to participate and benefit.

Together, these focus areas reflect Moscrop's commitment to creating a supportive, engaging, and academically enriching environment for all learners.

Goal 1: *Mental Health*

Mental Health - Data

Question	Details
<i>How is your school using data to identify students who are struggling?</i>	To identify struggling students, we use data from various sources (e.g. counsellors, School Based Team, IEP's, Student Mental Health Forum, Safe School Specialist, Peer Mentorship students...). This information is shared, as needed and as deemed appropriate, with teachers, admin, parents, LSS, and other support staff.
<i>Supporting Social-Emotional Learning (SEL)</i>	Improvement in student behavior, positive feedback from student surveys on SEL.
<i>Building Peer Leadership</i>	Increased collaboration among students, reports of positive peer relationships.
<i>Family and Community Engagement</i>	Higher attendance at school events, increased family involvement in student learning.

Mental Health - Strategies

How are interventions identified and prioritized for your school?

<i>Collaboration</i>	<ul style="list-style-type: none">● Counsellors, teachers, admin, support staff, Healthy Living Committee, SBT, IEPs, SSS.
<i>Staff</i>	<ul style="list-style-type: none">● Resource sharing at staff meetings.● Professional development workshops on mental health.● SBT and Mental Health Week classroom presentations.● Access to Moscrop's Mental Health website.
<i>Students</i>	<ul style="list-style-type: none">● Student Mental Health Forum for feedback on preferred interventions.● Annual Mental Health Week with classroom presentations and lunchtime activities promoting mental health literacy and awareness.

What is your school doing to adapt and/or adjust interventions to support student success?

Student Mental Health Club is utilized to connect with the student population and drive our interventions.

Student Mental Health Forum – direct feedback from students is used to create and adjust our plans regarding current MH struggles, needs, preferred interventions, etc..

Healthy Living Committee - discusses prevalent and new issues facing students, as observed through classroom interactions, assessment of skills, progress reports, attendance reports...

Counsellors – inform and collaborate with teachers/admin/SSS/SBT regarding struggling students, pressing new issues, helpful adaptations and interventions...

How is your school providing opportunities for staff to participate in collaborative conversations, share promising practices and learn from one another?

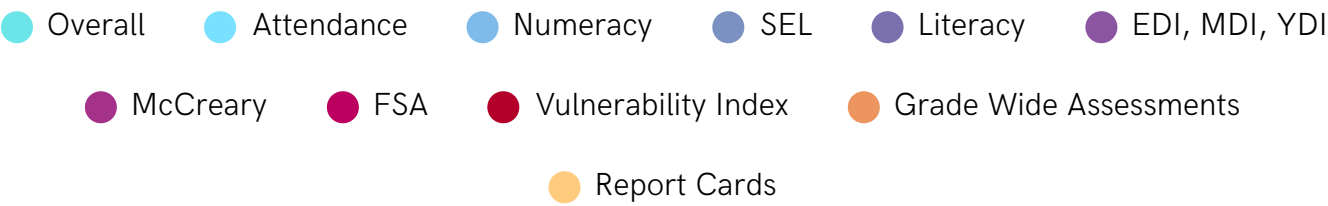
The Healthy Living Committee has representation from almost all departments and engages in collaborative conversations on how to increase mental health literacy among students and staff. This committee organizes Mental Health related activities throughout the year, and provides staff with access to resources, workshops, and presentations for their classes to engage in. As well, resource sharing at staff meetings; **staff Pro-D activities** (e.g. Dr. Tyler Black's presentation on suicide/self-harm; Mental Health workshop by the Bby Safe & Caring Schools Team...) School and district staff are increasingly involved as Mental Health workshop presenters during annual Mental Health Week and throughout the year.

Mental Health - Consideration for Data

What does the data say?

Attendance	Counsellors and admin review attendance reports bi-weekly to identify and flag students with unexcused absences. Data shows that students are increasingly school avoidant due to mental health concerns.
Vulnerability Index	Counsellors and admin update this index annually to identify students who are struggling with home, school and personal circumstances affecting their mental health.
Report Card Follow Up	Counsellors and admin review report cards after each term, identifying students who are struggling academically. Many of these students are identified as struggling with their mental health as well.

What data are we looking at?



Goal 2: Literacy

Literacy - Data

Question	Details
<i>How is your school using data to identify students who are struggling?</i>	Reviewing previous years Literacy Graduation Assessments; monitoring attendance records and learning updates; using Vulnerable Learners document to record interventions and concerns.
<i>How is your school explicitly identifying these students in your school plan and goals?</i>	By focusing on Indigenous youth and vulnerable students to monitor and support literacy development.
<i>How are teachers able to identify struggling students who may not show in the data?</i>	By using the Vulnerable Learners document to share concerns with counsellors, LSS, and admin. School Based Team referrals and anecdotal check-ins with counsellors, admin, LSS, and Literacy Committee teachers. Using notes from Grade 7 articulation to quickly identify and support incoming Grade 8 students.

Literacy - Strategies

How are interventions identified and prioritized for your school?
Literacy Committee works to build interventions and resources based on classroom teachers feedback and requests. Our interventions are prioritized for our Grade 8 students and vulnerable students. Student-specific strategies are identified through School Based Team, and an inclusive education model is prioritized.
What is your school doing to adapt and/or adjust interventions to support student success?
Flexible learning programs and environments including the use of the Outreach room, peer tutors, and individual supports. Routine check-ins and academic monitoring for engagement and growth.

How is your school providing opportunities for staff to participate in collaborative conversations, share promising practices and learn from one another?

Through a collaborative Literacy Committee model that encourages push-in collaboration and teaching support. Professional development opportunities and sharing of success every month at staff meetings help share learning and approaches to literacy.

Literacy - Student Populations

How does your school plan address educational outcomes for indigenous students, students with disabilities or diverse abilities, and children and youth in care?

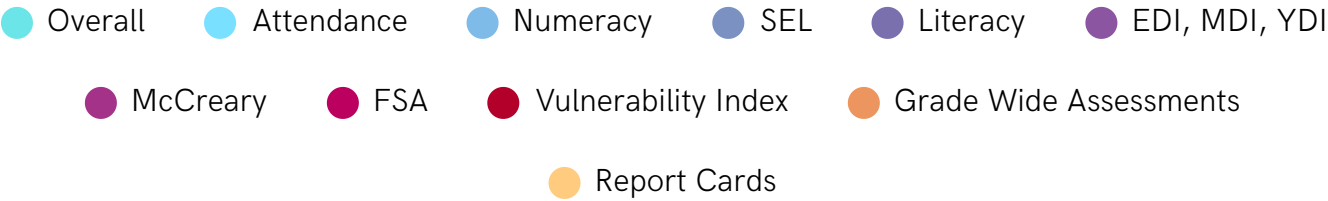
Through targeted and explicit support and monitoring. An emphasis on reaching out to teachers for concerns and to build support and share successful strategies. Our indigenous students receive targeted academic support through our Indigenous Success Teacher. In connection with our School Based Team, our Outreach program supports students with diverse abilities through drop-in support, IEP case management, and teacher consultation.

Literacy - Consideration for Data

What does the data say?

<i>Attendance</i>	Checks are routinely done to ensure engagement in literacy and academics for at-risk learners.
<i>Report Cards</i>	Reviews and follow ups are also conducted to identify and monitor student progress and engagement.
<i>Graduation Literacy Assessments</i>	In Grade 10 & 12, data is reviewed as part of literacy progress monitoring.

What data are we looking at?



How do we know?

School and District staff review plans annually, examining goals and action plans to determine if adjustments are required.