

Interlake School Division: School Planning Report (2026/2027)

(Due to Superintendent’s Department: September 28, 2026)

The Interlake School Division is committed to supporting students in realizing their full potential as contributing and responsible members of society. Every student will participate in high-quality learning opportunities which are *accessible, equitable, and responsive*.

School:	The Infinity Program (TIP)	Principal:	Michelle Procter	Date:	2026/09/29
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Planning Process:
Who was involved in the planning process? Blair Mooney (CT), Michael Block (CT), Lindsey McIntosh (LST, School Counsellor), Michelle Procter (SSA), and community partners whose perspectives and relationships inform our work.
When will the plan be reviewed during the school year? The plan will be reviewed throughout the year, with formal check-ins in October, December, February, April, and June. Additionally, as well as ongoing review as student needs and opportunities emerge.
How will progress be shared with Students/Staff/Families during the school year? Progress will be shared through student goal-setting conversations, staff planning and reflection, celebrations of learning and growth, and communication with families as appropriate.

Looking Ahead:
In the next three (3) school years, we want to become a school that: That feels like family to our students, a place where students feel known, valued and connected, and where flexible, relationship-based learning helps each student build confidence, experience success and prepare for their individual pathway beyond school.
- This year, learning opportunities will become more ACCESSIBLE (<i>Every learner can and will learn, in their own ways, in their own time</i>) by: Providing flexible timelines, personalized pathways, experiential learning and student-specific goals so learners can experience success in ways that respond to their strengths, needs and readiness. - This year, learning opportunities will become more EQUITABLE (<i>Every learner is valued and authentically represented in their education</i>) by: - Strengthening belonging, honouring student voice and identity, continuing meaningful relationships with our Elder, Cheryl Alexander and community, and celebrating each student’s individual growth and accomplishments.

This year, learning opportunities will become more **RESPONSIVE** (*Every learner experiences relevant and responsive curriculum and programming*) by:

- Connecting learning to student goals, interests and future pathways through relevant programming, community experiences, career/workplace exposure and supported opportunities to become healthy risk takers as learners.

SCHOOL GOAL #1			
School Goal #1: Describe your goal.			
Students will experience individual success through flexible, experiential and personalized learning that builds skills, confidence, agency and readiness for their individual pathways beyond school.			
Alignment with ISD Priorities for High-Quality Learning (Check all that apply)	Accessibility ☒	Equity ☒	Responsiveness ☒
Evidence used to determine School Goal #1: What evidence led you to select this goal? Our students bring diverse strengths, experiences and needs that are not always well served by traditional high school structures. Last year, students responded positively to flexible, relationship-based and experiential opportunities. Continuing this direction allows us to build on those strengths while increasing personalization and student ownership.			
Data source(s) for School Goal #1: Which source(s) of data will you use to measure progress toward this goal? Individual student goals and progress reviews; credit attainment; attendance and engagement patterns; student voice/reflection; participation in experiential/community learning; evidence of successful transitions and next steps.			
High Leverage Strategy 1.1: What is one strategy that will move you toward your goal? Expand experiential and community-connected learning that builds confidence, skills and healthy risk-taking.			
Data Target for Strategy 1.1: Describe how your data will look if this strategy is successful. Students will participate in a broader range of meaningful experiences, reflect on their learning, demonstrate skill growth and show increased willingness to try new or unfamiliar learning opportunities with support.			

Specific Actions we will take THIS YEAR to support High Leverage Strategy 1.1:	Who will do it:	When will this happen:
1.1.1: Plan regular field trips, community-based learning, career/workplace exposure, volunteer experiences, practical projects and interest-responsive opportunities.	TIP staff, students, community partners	Throughout the year
1.1.2: Build reflection into experiences so students connect learning to strengths, goals, skills and future possibilities.	TIP staff and students	Following experiences / ongoing
High Leverage Strategy 1.2: What is one strategy that will move you toward your goal? Use individualized student goal setting to guide responsive programming and recognize growth.		
Data Target for Strategy 1.2: Describe how your data will look if this strategy is successful. Each student will have meaningful, student-specific goals that are revisited regularly and used to guide programming, credit planning, experiential opportunities and next steps.		
Specific Actions we will take THIS YEAR to support High Leverage Strategy 1.2:	Who will do it:	When will this happen:
1.2.1: Lindsey will support student-specific goal setting with students and staff, replacing the previous myBlueprint approach with a more personalized process.	Lindsey McIntosh, TIP staff, students	Beginning in September; ongoing
1.2.2: Revisit goals regularly and use evidence of progress to adjust programming, course/credit planning and next-step opportunities.	TIP staff, Lindsey, students	Throughout the year

SCHOOL GOAL #2			
School Goal #2: Describe your goal. Students will experience TIP as a place of family, belonging and dignity, where relationships are nurtured, individual growth is celebrated, and learning reflects student identity, interests, culture, strengths and needs.			
Alignment with ISD Priorities for High-Quality Learning (Check all that apply)	Accessibility ☒	Equity ☒	Responsiveness ☒
Evidence used to determine School Goal #2: What evidence led you to select this goal? Belonging is foundational to engagement and learning at TIP. Students benefit from being known well, having trusted relationships and experiencing authentic recognition of growth. Continuing relationships that were successful last year, including work with the same Elder, supports trust, continuity and deeper learning.			
Data source(s) for School Goal #2: Which source(s) of data will you use to measure progress toward this goal? Student voice and belonging feedback; attendance/engagement; participation in celebrations, Elder/community learning and school activities; observations of relationships and re-engagement; individualized credit/progress records.			
High Leverage Strategy 2.1: What is one strategy that will move you toward your goal? Strengthen belonging through relationships, predictable celebration and meaningful recognition of individual growth.			
Data Target for Strategy 2.1: Describe how your data will look if this strategy is successful. Students will experience regular, authentic recognition of progress and increased opportunities for connection, contribution and celebration within the TIP family.			
Specific Actions we will take THIS YEAR to support High Leverage Strategy 2.1:	Who will do it:	When will this happen:	
2.1.1: Hold scheduled Friday mini-celebrations, including ringing the bell to recognize credit completion and other meaningful individual progress.	TIP staff and students	Fridays / throughout the year	
2.1.2: Celebrate birthday months and other meaningful milestones through simple, inclusive community-building routines.	TIP staff and students	Monthly / ongoing	
High Leverage Strategy 2.2: What is one strategy that will move you toward your goal? Deepen culturally responsive, inclusive practice through sustained relationships and focused staff learning.			
Data Target for Strategy 2.2: Describe how your data will look if this strategy is successful. Students will have continued opportunities to learn with a trusted Elder and community partners. Staff will apply practical learning that strengthens consistent, responsive support for students with complex needs.			

Specific Actions we will take THIS YEAR to support High Leverage Strategy 2.2:	Who will do it:	When will this happen:
2.2.1: Continue working with the same Elder to support cultural learning, relationship building, trust and community connection.	TIP staff, students, Elder	Throughout the year
2.2.2: Complete four focused half-day professional learning opportunities on behaviour, anxiety/re-engagement, identity/dignity/belonging, and professional responses when the work is frustrating; apply learning to TIP practice.	TIP staff, SSA	Across four half-days