

## ABSTRACT

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As it stands, the American public education system has been corporatized by a focus on data that overlooks the importance of individual psychology in student success. This neglect of our students' emotional structures has spurred years of academic stagnation and undoubtedly contributed to the growing mental health crisis that plagues our younger generations. Though attempts have been made to further understand and solve these problems, many either fail to consider how humans interact with their environments, or they lack the structure to be reflected in policy. In this paper, we utilize Richard Schwartz's Internal Family Systems paradigm to not only detail the pitfalls of the current education system, but we also utilize it to discuss remedies and define a new, reconstructed system that leverages psychological understanding and systems thinking to deliver better performance.