



2026–2027 School Action Plan

Section 1: The Background

School Name:	Innovation Lab High School
Year:	2026-27
The Central Vision (North Star):	ILHS is a place where each student's education is driven by their passions and curiosity through future-ready skills across disciplines; deep, meaningful project-based learning; student voice and choice; and community grounded in Crew. ILHS: A Catalyst for Change.
Focus Population (Who is further from Racial and Educational Justice?):	Students who failed Algebra or Geometry and one or additional classes.
Learning Problem (Big Picture):	In order to be successful in higher level math, science, and STEM courses, students need a solid foundation in Algebra and Geometry. Students who struggle in these classes often have skill gaps from elementary and middle school math standards as well as low self-efficacy and math aversion. Students who earn Ds and Fs in Algebra and Geometry, also tend to get Ds and Fs in other academic classes. In 2025-26, 80% of students who got a D or F in Algebra or Geometry also had a D or F in at least one other course. Identifying these struggling students early and providing proactive, effective interventions is essential to their long-term success in high school and beyond.

Section 2: The Systemic Narrative

Root cause — the central node or pattern that connects your academic, behavioral, and cultural challenges.

The Holistic Inquiry	Response
The Surface Symptoms <i>What data points are flashing red?</i>	• D or F in Algebra/Geometry • D or F in at least one other course • Attendance (for some) • Missing assignments (for some) • Low value of school (for some)

The Holistic Inquiry	Response
The Systemic Root <i>What are the causes? Are they interconnected and how?</i>	• Skill gaps in math standards from elementary and middle school • Low self-efficacy in math • Low perseverance • Math aversion due to historically struggling with the content • Students feeling like no one cares if they do well.

Section 3: The Interconnected Action Map

THEORY OF ACTION

If we identify students who are at risk of earning Ds and Fs in Algebra and Geometry early, proactively provide targeted, effective interventions, address students' affective needs related to their self-perception in math, and help them see the relevancy of what they are doing, their success in these courses will increase, which will lead to stronger academic outcomes overall.

SYSTEMIC GOAL:

- For focus students, increase the number of classes they earn a C or higher in, including their subsequent math class.
- Increase the percentage of students passing Algebra/Geometry and one or more courses with a C or higher.

Multidimensional Systems	Strategic Activities (The "Work")	Resource Inputs (The "Fuel")
Instruction <i>Instructional & academic</i>	Activity: Early identification of students and targeted interventions for students earning D/F in Algebra or Geometry and one other course.	Resources: Targeted and effective interventions, time to implement interventions.
Culture <i>Cultural & emotional</i>	Activity: Crew lessons about self-efficacy and growing through struggle. Activities in math to grow math confidence and willingness to persevere and try hard things	Resources: Crew lessons, time in Crew to teach lessons, math confidence lessons, persevering through non-preferred tasks.

Multidimensional Systems	Strategic Activities (The "Work")	Resource Inputs (The "Fuel")
Structure <i>Structural & policy</i>	Activity: - Perseverance time for proactive interventions - Required Math Club for students earning D/F in Algebra/Geometry - Required Study Club for students earning 2 or more Fs. - Crew teacher coaching related to self-efficacy - Parent communication for students with D/F grades	Resources: - Math club support (teacher and paras) - Study club support (teachers and paras) - Crew teacher - Email/ParentSquare for communication

Section 4: The Ripple Effect Scan

Systems thinking — holistic leaders anticipate consequences. Before acting, scan for how this plan might unintentionally hurt another part of the system.

Potential Negative Ripple	The Mitigation Strategy	Cross-System Connection
Students who receive interventions during club time will not be able to attend their preferred clubs, which could be a source of belonging and school connectedness for them.	Students will only be required to miss their club if they have a D/F. Once they are passing, they can return to their club, which could motivate them. They can avoid missing their club if they avoid getting a D/F to begin with.	This relates to the system of structure, since the intervention time overlaps with club time. The implication is that we will frame clubs as a reward for students to strive for once they are passing their classes.
Students may choose to be absent on the days they are supposed to attend math/study club.	We will communicate with students and families about the importance of attending these intervention opportunities for students' success in high school and beyond. Lock students into PT in a math class if they miss their intervention time on Weds.	This relates to all three systems in different ways: Culture - Students choose to miss school to avoid non-preferred tasks that will be challenging. Instruction - When they miss school (including their intervention time), they miss out on essential academic instruction and support. Structure - Our attendance policy requires regular school

Potential Negative Ripple	The Mitigation Strategy	Cross-System Connection
		attendance, but these absences are often excused by parents.

Section 5: Monitoring the Whole

Lead indicators — don't just measure the test score (lagging). Measure the health of the change (leading).

Metric Type	Indicator Description	Frequency Of Review
The Process Metric <i>Are We Doing It?</i>	Focus students - Subsequent math class grade % of students receiving D/F in Algebra/Geometry and one other course attending math club and study club.	Weekly
The Experience Metric <i>How Does It Feel?</i>	Surveys of students who attend math club and study club to hear student feedback on what's working and what could improve it. Teacher survey to measure if they have observed changes in the students.	Quarterly
The Outcome Metric <i>Did It Work?</i>	Reduction in d/f grades in Algebra/Geometry and other courses	Semester

Summary Of The Changes

How has the work articulated in the SAP changed the learning experience for your focus population? What are the next logical steps to address your learning problem?

Summary of the Changes

By the end of the year, in accomplishing this goal, we expect to see students who have historically struggled in math experiencing greater academic success and confidence in their abilities. Students identified as being at risk for D/F grades would receive timely, targeted support before they fall further behind, resulting in more students earning a C or higher in Algebra/Geometry, their subsequent math course, and their other classes.

We would also hope to see a shift in students' mindsets and behaviors around mathematics and academics in general. Students would demonstrate increased math confidence, willingness to persevere through challenging tasks, and a greater belief that they are capable of being successful in math and other courses that challenge them academically.