

# Annual Implementation Plan - 2021

## Define Actions, Outcomes and Activities

Hazel Glen College (5552)



Submitted for review by Anthony Stockwell (School Principal) on 24 March, 2021 at 10:43 AM  
Endorsed by David Kilmartin (Senior Education Improvement Leader) on 24 March, 2021 at 05:28 PM  
Endorsed by Greg Davis (School Council President) on 26 April, 2021 at 01:36 PM

## Define Actions, Outcomes and Activities

<b>Goal 1</b>	2021 Priorities Goal
<b>12 Month Target 1.1</b>	With the implementation of the tutoring program, our SEL targeted intervention and support model and recovery curriculum model we aim to reconnect all students back with the college, their peers and their teachers, creating a learning environment that is safe, supportive, healthy and conducive for effective learning.
<b>KIS 1</b> Curriculum planning and assessment	Learning, catch-up and extension priority
<b>Actions</b>	Identify and cater for student learning needs, with priority given to literacy and numeracy.
<b>Outcomes</b>	<p>Teachers will confidently and accurately identify learning needs of their students</p> <p>Collaborative teams will meet to engage in reflective practice, evaluate and plan curriculum, assessments and units of work</p> <p>Teachers will use HITS to plan lessons and units</p> <p>Students will know what their next steps are to progress their learning</p> <p>Teachers will provide students with the opportunity to work at their level using differentiated resources</p> <p>Nominated or relevant teachers and leaders will establish intervention/small group tutoring programs</p>
<b>Success Indicators</b>	<p>Teachers' formative assessment data and teacher judgement data</p> <p>Teacher records and observations of student progress</p> <p>Documentation and data from formative assessments</p> <p>A documented assessment schedule and evidence of teachers inputting data and moderating assessments</p> <p>Differentiated curriculum documents and evidence of student learning at different levels</p> <p>Data used to identify students for tailored supports</p> <p>Differentiated resources used in tailored supports</p> <p>Assessment data and student surveys from intervention groups</p> <p>Appointment/staffing of programs</p>

Progress against Individual Education Plans				
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Establish and implement a timetabled tutoring program across the college with identified tutoring staff.	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$786,133.00  <input type="checkbox"/> Equity funding will be used
Establish criteria for identifying students requiring individual and tailored support	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00  <input type="checkbox"/> Equity funding will be used
Develop and document progressive learning plan targeted to individual students point of need (tutors)	<input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
<b>KIS 2</b> Health and wellbeing	Happy, active and healthy kids priority			
<b>Actions</b>	Review and embed an approach to SEL to cater for students within their stage of learning.			
<b>Outcomes</b>	Staff and wellbeing team will use trauma informed practice At-risk students will be identified and receive targeted support when required Support students to build strong relationships with peers and contribute to a strong classroom culture			
<b>Success Indicators</b>	Documentation of frameworks, policies or programs Students engagement in wellbeing programs			

	Documentation of resources for wellbeing programs			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Develop an approach to SEL to cater for the stages of learning	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00  <input type="checkbox"/> Equity funding will be used
Document of agreed processes and wellbeing programs	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Provide clarity of roles and responsibility of teachers, education support staff and middle leaders	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Wellbeing Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$0.00  <input type="checkbox"/> Equity funding will be used
SEL professional learning appropriate to each stage of learning	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Wellbeing Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
<b>KIS 3</b> Building communities	Connected schools priority			
<b>Actions</b>	Hazel Glen College will strengthen communication with and engagement of parents and carers			

<b>Outcomes</b>	Build upon effective digital technologies that will strengthen engagement with the college community (eg Compass, Google Classroom, online parent conferences) Teachers and support staff can regularly connect with the parents and carers of all students Teachers and support staff will prioritise building strong relationships with students, parents and carers			
<b>Success Indicators</b>	Documentation of school digital policies Whole school surveys (SSS, AToSS) Student voice meetings			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Strengthen relationships with external support networks and agencies	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Initiate school-based Koorie community events including Reconciliation Week and NAIDOC Week	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Prioritise collaboration time in Domain and Year Level meetings and share effective learning and relationship building strategies	<input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Prioritise time in staff meetings to review engagement data and identify students and parents/carers at risk of disengagement	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used

<b>Goal 2</b>	The College optimises learning growth for all students
<b>12 Month Target 2.1</b>	Reading - 60% Writing - 59% Spelling - 62% Grammar & Punctuation - 60% Numeracy - 40%
<b>12 Month Target 2.2</b>	Year 5 Reading - 12% Writing - 20% Spelling - 25% Grammar & Punctuation - 19% Numeracy - 17%  Year 7 Reading - 22% Writing - 19% Spelling - 30% Grammar & Punctuation - 23% Numeracy - 18%  Year 9 Reading - 21% Writing - 19% Spelling - 21% Grammar & Punctuation - 20% Numeracy - 18%
<b>12 Month Target 2.3</b>	VCAL completion rate - 80%
<b>12 Month Target 2.4</b>	VASS Report 10 - 30% VCE Median study score - 26
<b>KIS 1</b> Evidence-based high-impact teaching strategies	Develop and implement an approach to teaching literacy and numeracy that is targeted and connected to each stage of learning

<b>Actions</b>	<p>- Leaders will provide a collaborative vision based on Bastow Leading Literacy course for a consistent learning approach at HGC to support teachers and middle leaders to create a unified teaching pedagogy which drives the development of a high performance learning culture.</p> <p>- Develop teacher knowledge and capacity to plan for and implement differentiated teaching practices and collaborative planning with a focus on vocabulary</p>			
<b>Outcomes</b>	<p>Leaders will implement professional learning focusing on Literacy Vocab resulting in a change to classroom practice in line with KIS  Leaders will review Literacy teams across the college to drive the vocab initiative aimed at improving student outcomes  Literacy Leaders to use the FISO improvement cycle to consolidate the key actions to improve literacy  Leaders to drive whole school approach to vocab, as overseen by the School Improvement Team (SIT)  Leaders will complete documentation and make it available on Staff Drive in Literacy/ Numeracy/ Domain/ VCAL/ VCE</p> <p>Teachers will engage in professional learning centered on vocabulary  Teachers will implement literacy strategies in their classroom practice and programs and collect data to support this through peer observation  Teachers will develop and document consistent strategies and approaches in the teaching of vocabulary.  Teachers will complete a successful data wise focus on vocabulary</p> <p>Students will set personal goals with teacher support to target their vocabulary learning  Students will be able to explain their learning goals and why they are focused on that goal and how they will know they have been successful</p>			
<b>Success Indicators</b>	<p>Documented data wise cycle in each year level/domain  Peer observation notes  An improvement in literacy outcomes as collected through NAPLAN, PAT or On Demand and Essential Assessment  Coaching documentation</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Data wise cycle completed	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used

Targeted professional learning on teaching and learning of vocab	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Improvement Teacher <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$15,000.00  <input type="checkbox"/> Equity funding will be used
Coaching	<input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$50,000.00  <input type="checkbox"/> Equity funding will be used
Peer Observations	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
<b>KIS 2</b> Evidence-based high-impact teaching strategies	Embed the Colleges instructional model (IMPACT) including evidence based High Impact Teaching Strategies			
<b>Actions</b>	To embed the IMPACT pedagogical model in order to improve and refine teacher practice and student learning. IMPACT will ensure a consistent pedagogical approach across the College to improve student outcomes.			
<b>Outcomes</b>	<p>Leaders will establish PL priorities to build teacher capacity  Leaders will develop and present Professional Learning to build staff capabilities around the HITS.  Leaders will support staff through coaching to further improve teacher efficacy around implementing the HITS</p> <p>Teachers will have a deeper understanding of HITS and how they translate into their classrooms.  Teachers will make the HITS visible in their classroom practice and make these a targeted focus through peer observations.  Teachers will implement and document consistent strategies and approaches in the application of IMPACT and HITS.  Teachers will display the IMPACT model in all classrooms.  Teachers will develop their understanding of HITS through PL provided.</p>			



	Students will develop effective learning pedagogy skills to support their individual learning needs.			
<b>Success Indicators</b>	Improved results in the Student Attitude to School survey Documented learning intentions and success criteria IMPACT model visible in all classrooms Documented evidence of teachers attending PL focused on the HITS Documented evidence of peer observations			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Provide staff with laminated IMPACT model on A3	<input checked="" type="checkbox"/> Learning Specialist(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 1	\$1,000.00  <input type="checkbox"/> Equity funding will be used
Professional learning on HITS provided	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$20,000.00  <input type="checkbox"/> Equity funding will be used
Peer observations	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Coaching	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used

<b>KIS 3</b> Evaluating impact on learning	Build leadership and teacher capacity to effectively use data to track and monitor student progress to inform planning and practice			
<b>Actions</b>	To continue to embed the consistent use of Data Wise across the College. The methodical analysis of assessment data will provide evidence that middle leaders and staff need in order to continue to improve teaching and student learning outcomes.			
<b>Outcomes</b>	<p>Leaders will oversee effective data cycles integrating a range of data.          Leaders will provide ongoing professional learning based on Data Wise steps and staff needs.          Leaders will collect feedback from staff on the Data Wise cycle in order to continually improve the process.          Leaders will reflect upon data wise and analyse the Data Wise process and celebrate achievements across the College</p> <p>Teachers will use the Data Wise protocols when working as teams.          Teachers will work in teams and continue to use meeting wise and rolling agendas to support Data Wise cycles and build effective teams.          Teachers will use Data Wise protocols when working as teams          Teachers will continue to complete the Harvard Data Wise Professional Learning (MOOC).          Teachers will develop a deeper understanding of the FISO improvement cycle connection with Data Wise cycle</p> <p>Students will progress through learning with a clear understanding of their goals          Students will monitor their growth with teacher support throughout the Data Wise process</p>			
<b>Success Indicators</b>	Documented rolling agendas Documented meeting protocols Staff feedback surveys Percentage of staff completing MOOC Data Wise presentations			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Data Wise cycles completed in staff meetings	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used

Data Wise presentations in leadership meetings	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Complete internal staff feedback surveys	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Complete Staff Opinion Survey in staff meeting	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 3	\$0.00  <input type="checkbox"/> Equity funding will be used

<b>KIS 4</b> Evaluating impact on learning	Action Plan to accelerate improvement
<b>Actions</b>	To continue to embed the consistent use of Data Wise across the College. The methodical analysis of assessment data will provide evidence that middle leaders and staff need in order to continue to improve teaching and student learning outcomes.
<b>Outcomes</b>	Student Outcomes in Reading improve (as measured by NAPLAN - students maintaining in the top 2 bands and student mean increasing and agreed school based assessments) The Instructional Model IMPACT implemented consistently Student data tracked with regular and consistent unpacking of agreed data sets as part of team planning to inform classroom practice The use of Peer observations and coaching as required is an embedded and effective school practice
<b>Success Indicators</b>	Students Students will progress through learning with a clear understanding of their goals, linked to their current levels of achievement in reading and what is required to progress Students will monitor their growth with teacher support

	<p>Students in top 2 bands on NAPLAN in Year 7 will maintain in Year 9 Year 9 student mean score for NAPLAN reading will increase</p> <p><b>Teachers</b> Teachers will use the Data Wise protocols when working as teams. Teachers will work in teams and continue to use meeting wise and rolling agendas to support Data Wise cycles and build effective teams. Teachers will continue to complete the Harvard Data Wise Professional Learning (MOOC). Teachers will develop a deeper understanding of the FISO improvement cycle connection with Data Wise cycle Teachers will use the data wise cycle to plan, implement and evaluate their teaching and learning program Teachers will implement the school's instructional model IMPACT</p> <p><b>Leaders</b> Leaders will oversee effective data cycles integrating a range of data, in particular the Data Wise cycle for this project. Leaders will provide ongoing professional learning based on Data Wise steps and staff needs. Leaders will collect feedback from staff on the Data Wise cycle in order to continually improve the process. Leaders will monitor staff progress through peer observations and participation in Team Meetings Leaders will reflect upon Data Wise and analyse the Data Wise process and celebrate achievements across the College</p>			
Activities and Milestones	Who	Is this a PL Priority	When	Budget
Data Wise cycles completed in staff meetings	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Teacher(s)	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Data Wise presentations in leadership meetings	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> Principal <input checked="" type="checkbox"/> School Improvement Team	<input type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used

Complete internal staff feedback surveys	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Complete Staff Opinion Survey in staff meeting	<input checked="" type="checkbox"/> All Staff	<input type="checkbox"/> PLP Priority	from: Term 3 to: Term 3	\$0.00  <input type="checkbox"/> Equity funding will be used
<b>Goal 3</b>	The College community will strengthen student engagement to enable student agency in learning.			
<b>12 Month Target 3.1</b>	Average attendance rate - 85%			
<b>12 Month Target 3.2</b>	Years 4 to 12  Sense of connectedness - 55% Student voice and agency - 48% Sense of inclusion (4-6) - 86% School stage transition (Year 7 and new students) - 64% School stage transition (10-12) - 47% Sense of confidence - 61% Resilience - 61% Motivation and interest - 60% Self-regulation and goal setting 67% Attitudes to attendance - 80%			
<b>12 Month Target 3.3</b>	Student agency and voice - 79% Confidence and resilience skills - 81% Participation - 44%			
<b>KIS 1</b> Empowering students and building school pride	Develop a whole school understanding of student voice and agency			

<b>Actions</b>	Pilot teams to trial elements of Future Focused Learning Focus on developing the critical thinking and problem-solving skills vital to student engagement, growth and independence.			
<b>Outcomes</b>	<p>Pilot teams will engage with Lee Watanabe Crockett</p> <p>Pilot teams will have professional learning with Lee Watanabe Crockett Pilot teams will develop their understanding of Future Focused Learning Pilot teams will have collegiate discussions around Future Focused Learning Pilot teams will begin to trial Wabisabi learning in the practice Teachers will deepen their knowledge of student agency, directly related to learning through FFL PL.</p> <p>Students will experience more choice and agency in their learning Selected students will participate in student voice forums Students will have opportunities to complete feedback surveys.</p>			
<b>Success Indicators</b>	<p>Participation and engagement of staff in professional learning positively endorsed through staff surveys The percentage endorsement of student voice and agency in the 2021 AToSS is 48%. Documented student agency forums held each term across the College Increased student engagement through student surveys Students presenting learning and engagement through celebrations of learning</p>			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
Pilot teams to engage in Professional Learning with Lee Watanabe Crockett	<input checked="" type="checkbox"/> All Staff	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$35,000.00  <input type="checkbox"/> Equity funding will be used
Student feedback sought across the College in regards to student agency.	<input checked="" type="checkbox"/> Leadership Team <input checked="" type="checkbox"/> School Improvement Team <input checked="" type="checkbox"/> Student(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used

Evolve curriculum and pedagogy to increase student agency.	<input checked="" type="checkbox"/> Learning Specialist(s) <input checked="" type="checkbox"/> Literacy Leader	<input checked="" type="checkbox"/> PLP Priority	from: Term 1 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
<b>Goal 4</b>	The College community embeds high expectations of learning, effort and engagement for all students.			
<b>12 Month Target 4.1</b>	Differentiated learning challenge - 84% Effective classroom behaviour - 79% Effective teaching time - 83% Stimulating learning - 75% Effort - 81% High expectations for success - 95% Teacher concern - 71% Participation - 95%			
<b>12 Month Target 4.2</b>	Academic emphasis - 50% Collective efficacy - 62% Collective responsibility - 80% Trust in students and parents - 52% Teacher collaboration - 45% Collective focus on student learning - 75% Guaranteed and viable curriculum - 65% Cultural leadership - 77% Instructional leadership - 62%  Participation - 80%			
<b>12 Month Target 4.3</b>	High expectations for success - 87% Student motivation and support - 67% Stimulating learning environment - 80% Effective teaching - 76% School connectedness - 87% Positive transitions - 81%  Participation - 46%			

<b>KIS 1</b> Vision, values and culture	The College community has a clear understanding of the school's vision, values and culture and the priorities driving the school improvement agenda			
<b>Actions</b>	Whole College implementation of the School Wide Positive Behaviour Support program (SWPBS) behaviour matrix and positive reward system			
<b>Outcomes</b>	<p>Leaders will oversee the development and implementation of a positive reward system  Leaders will oversee the development of the SWPBS behaviour matrix  Leaders will ensure the behaviour matrix is visible around the college  Leaders will communicate the behaviour matrix to the wider community</p> <p>Teachers will be consistent in their implementation of a positive reward system  Teachers will consistently acknowledge and reward positive behaviours  Teachers will have an understanding of the behaviour matrix  Teachers will explicitly teach the behaviour matrix expectations</p> <p>Students will have an understanding of the behaviour matrix  Students will have a greater understanding of expected behaviours  Students will have a greater understanding of how they will represent themselves in the community</p>			
<b>Success Indicators</b>	Decrease in negative student behaviour chronicles and incidents Behaviour matrix will be visible in all learning spaces and promoted to the College community. Increase in positive behaviour chronicles Improved student attitudes in AToSS Documented evidence of the positive reward system in Compass Wider community have an understanding of SWPBS			
<b>Activities and Milestones</b>	<b>Who</b>	<b>Is this a PL Priority</b>	<b>When</b>	<b>Budget</b>
SWPBS matrix evident in all learning spaces	<input checked="" type="checkbox"/> Year Level Co-ordinator(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$2,000.00  <input type="checkbox"/> Equity funding will be used



House Positive reward events	<input checked="" type="checkbox"/> All Staff <input checked="" type="checkbox"/> Student(s)	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
Rewards created	<input checked="" type="checkbox"/> Assistant Principal	<input checked="" type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$1,000.00  <input type="checkbox"/> Equity funding will be used
Review of the SWPBS rewards system and behaviour matrix	<input checked="" type="checkbox"/> Assistant Principal <input checked="" type="checkbox"/> Leadership Team	<input type="checkbox"/> PLP Priority	from: Term 4 to: Term 4	\$0.00  <input type="checkbox"/> Equity funding will be used
SWPBS communicated to parent community	<input checked="" type="checkbox"/> Assistant Principal	<input type="checkbox"/> PLP Priority	from: Term 2 to: Term 2	\$0.00  <input type="checkbox"/> Equity funding will be used