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One of the practices I focus on as an instructional leader is to build the capacity of my faculty and staff. I believe if the adults in the school feel strengthened and empowered, they will work to empower our students. I provide opportunities and resources for teachers to enhance instruction, curriculum and assessment that are grounded in Na Hopena A'o or HA. I facilitate the school's research and evidence-based practices committee that leads the implementation of the school-wide data team process addressing the key components of argumentative writing across all content areas. Data is used to make informed-decisions and differentiate instruction tailored to the needs of students. In early implementation phase, non-ELA teachers expressed their strong reluctance to teach writing skills. However, over the past four years, as the process continued to be improved, teacher collaborative discussions have now shifted, focusing on specific components of argumentative writing and instructional strategies that support student achievement. We were able to change the practices and mindsets of the teachers by looking at student work, making observations of the learning process, and analyzing the growth of the skills of our students. The 2018 WASC Visiting team highly commended the result of 8th-graders reading on grade level increasing from 77% to 87%. This has been the result of developing an environment that provides teachers with time and ownership to build their efficacy. Increasing teacher capacity grows the collective strengths of the whole school beyond improving the confidence and effectiveness of individual teachers. I work to build teacher capacity in order to increase engagement and develop students into self-directed learners. I look for every opportunity to encourage teachers to take risks and experiment with new instructional strategies. I find ways to support their efforts and to help them see mistakes as learning opportunities for themselves and for our students. This also helps to support teachers in developing techniques and strategies to help students when they fall behind and to improve equity and access to education for high need students. When teachers are confident in their ability to facilitate student learning our students will experience an increase in authentic learning experiences that support their growth and independence.