



2017-18 Combined WBWF Summary and Achievement and Integration Progress Report

District or Charter Name: Cass Lake-Bena School District #115

Grades Served: PreK-12

WBWF Contact: Rochelle Johnson

Title: Superintendent

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A and I Contact: Opted Out – Not Participating

Title: Enter title.

Phone: Enter phone number.

Email: Enter email.

New this year! This is MDE's first attempt at asking districts/charters to submit one combined report to address two needs: the Annual WBWF Summary Report and the Annual Achievement and Integration (A&I) Progress Report. Hopefully this will help districts build connections between the work in both of these areas and simplify the reporting process with this integrated report.

This report has two parts:

Part A: Required for all districts/charters

Part B: Required for districts in the A&I program

All districts/charters must submit this completed template between **October 15 and December 15, 2018**, to MDE.WorldsBestWorkForce@state.mn.us.

If you have questions while completing the WBWF portion of the summary, please feel free to email MDE.WorldsBestWorkForce@state.mn.us or contact [Susan Burris](mailto:susan.burris@state.mn.us), (susan.burris@state.mn.us).program manager for District Support.

If you have any questions regarding the A&I portion of this report, please email MDE.Integration@state.mn.us.

Part A: Required for All Districts (Not Participating)

Annual Report

WBWF Requirement: For each school year, the school board must publish a report in the local newspaper, by mail or by electronic means on the district website.

A & I Requirement: Districts must post a copy of their A & I plan, a preliminary analysis on goal progress, and related data on student achievement on their website 30 days prior to the annual public meeting.

Located on Cass Lake-Bena School District Website: www.clbs.k12.mn.us – under District 115 – World’s Best Workforce – World’s Best Workforce Reports

➤ <http://www.clbs.k12.mn.us/worlds-best-workforce-reports.html>

Annual Public Meeting

WBWF Requirement: School boards are to hold an annual public meeting to communicate plans for the upcoming school year based on a review of goals, outcomes and strategies from the previous year. Stakeholders should be meaningfully involved, and this meeting is to occur separately from a regularly scheduled school board meeting.

A&I Requirement: The public meeting for A & I is to be held at the same time as the WBWF annual public meeting.

➤ *October 17, 2018*

District Advisory Committee

WBWF Requirement: The district advisory committee must reflect the diversity of the district and its school sites. It must include teachers, parents, support staff, students, and other community residents. Parents and other community residents are to comprise at least two-thirds of advisory committee members, when possible. The district advisory committee makes recommendations to the school board.

Complete the list of your district advisory committee members for the 2017-18 school year. Expand the table to include all committee members. Ensure roles are clear (teachers, parents, support staff, students, and other community residents).

District Advisory Committee Members	Role in District	Are they part of the Achievement and Integration leadership team? (Mark X if Yes)
Rochelle Johnson	Superintendent	Not participating in A & I Program
Josh Grover	Elementary School Principal	
Sue Chase	Middle School Principal	
Bryan Hackbarth	High School Principal	
Ellen Skogen	ALC Assistant Principal	
Luann Frazer	Indian Education Director	
Karolyn Roebuck	Grants, Testing, and Compliance Coordinator	
Denise Phillippe	Continuous Improvement Specialist (SIG)	
Millie Baird	Community	
Rick Haaland	Community	
Doris Wittner	Community/Parent Representative	
Mike Schmid	Community/Parent Representative	
Theresa Flocken	Community/Parent Representative	
Evette Mesarina	Community/Parent Representative	
Paula Morris	Community/Parent Representative	
Yodi Blomgren	Community/Parent Representative	
Donna Wittner	Community/Parent Representative	
Della Jones	Community/Parent Representative	
Carol Wittner	Community/Parent Representative	
Jamie Mitchell	Community/Parent Representative	
Evette Mesarina	Community/Parent Representative	
Stacy Lyon	Community/Parent Representative	
Leo Blair	Elder/Community Representative	
Marie Chandler	Elementary Teacher Representative	
Mary Aery	Middle Teacher Representative	
Jake Kaehne	High/ALC Teacher Representative	
Amerie Goggeye	Student Representative	
Tyler Jones	Student Representative	

Equitable Access to Excellent Teachers

WBWF Requirement: WBWF requires districts to have a process in place to ensure low-income students, students of color, and American Indian students are not taught at disproportionate rates by ineffective, inexperienced, and out-of-field teachers. The legislation also requires that districts have strategies to increase equitable access to effective and diverse teachers.

While districts may have their own local definitions, please note the definitions developed by Minnesota stakeholders during the Every Student Succeeds Act (ESSA) state plan development process:

- An **ineffective teacher** is defined as a teacher who is not meeting professional teaching standards as defined in local teacher development and evaluation (TDE) systems.

- An **inexperienced teacher** is defined as a licensed teacher who has been employed for three or less years.
- An **out-of-field teacher** is defined as a licensed teacher who is providing instruction in an area which he or she is not licensed.

Equitable Access to Experienced, Effective, and In-Field Teachers

- The Principals review student achievement results including MCA and STAR progressing monitoring data. They also look at teacher assignments and informal and formal staff evaluations to address professional development needs and reduce noted deficiencies.
- Principals also work closely with their School Leadership Teams consisting of grade level teachers, specialists and counselors in addressing academic/growth achievement, support service needs, and social emotional needs. Using this process, students falling within special populations are ensured equitable access.
- We have not found a gap in equitable access because the students enrolled in our schools are 93% color and 82% low-income. We are a single section school at the high school level and only have one elementary, middle and high school. All certified staff are highly qualified.
- In the Spring administration meets and looks at the staffing needs for next year and attend job fairs at institutions that have populations similar to ours. The goal is to hire experienced, qualified, and licensed teachers who are qualified for the subject area they teach.
- The District provides mentoring support to new and inexperienced teachers. Teachers in their first year are assigned a mentor and meetings occur monthly during the school year. A non-tenured PLC facilitated by the school’s instructional coach also meets monthly providing professional development related to school improvement strategies focused on effective instruction and raising student achievement.
- Ineffective teachers identified through the teacher evaluation system are provided individual coaching and modeling by an instructional coach based on their identified needs.

Access to Diverse Teachers

- Cass Lake-Bena School District has a student population that is predominantly American Indian and we struggle to find applicants that are reflective of the student population that meet the licensure requirements.
- District high school graduates that have graduated from college and meet licensure requirements are recruited and encouraged to apply for open positions.

Local Reporting of Teacher Equity Data

Please check the box below to confirm that you have publicly reported your data as described below.

Districts are required to publicly report data on an annual basis related to equitable teacher distribution, including data on access for low-income students, students of color, and American Indian students to effective, experienced, and in-field teachers. Beginning with the December 2019 WBWF summary report submission, districts will be required to provide an assurance that this data is being publicly reported.

For this 2017-18 WBWF summary report submission, please check the box if your district publicly reported this data.

- District/charter publicly reports data on an annual basis related to equitable teacher distribution, including data on access for low-income students, students of color, and American Indian students to effective, experienced, and in-field teachers.

Assurance Required Only for Districts/Charters with Comprehensive or Targeted Support (TSI or CSI) Schools

Districts or charters with schools identified as *comprehensive* or *targeted* support and improvement (CSI or TSI) under the new Minnesota North Star Accountability System are required to provide the assurance below.

My district has a CSI or TSI school and support for required school improvement activities for each identified school in progress during the 2018-19 school year.

District/charter requirements can be found in the checklists posted [on the MDE website](#).

Goals and Results

SMART goals are: specific and strategic, measurable, attainable (yet rigorous), results-based and time-based. Districts may choose to use the data profiles provided by MDE in reporting goals and results or other locally-determined measures.

All Students Ready for School

<input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
<p>The goal is to increase the number of Curiosity Center Pre K students meeting grade level benchmark by the end of the school year in literacy from 91% in 2017 to 93% in 2018 and in math from 91% in 2017 to 93% in 2018 according to the My Individual Growth and Development Indicators (IGDI) Early Reading and Early Math assessments.</p>	<p>Based on spring 2018 IGDIs Early Math and Literacy Measures, 95% of the students enrolled at the Curiosity Center were at benchmark level in Literacy and 97% in Math and are on track for success in Kindergarten. We exceeded our goal of increasing by 2% from 2017 in both literacy and math.</p> <p>Literacy: Picture naming: 97% Rhyming: 93% Sound Identification: 91% Comprehension: 97%</p> <p>Math: Oral Counting: 98% Number Naming: 98% Quantity Comparison: 97% 1-to 1 Correspondence: 97%</p>	<p><i>Check one of the following:</i></p> <p>Multi-Year Goal:</p> <p><input type="checkbox"/> On Track <input type="checkbox"/> Not On Track</p> <p>One-Year Goal</p> <p><input checked="" type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> District/charter does not enroll students in kindergarten</p>

- We utilized myIGDIs Early Literacy and Math Assessments three times per year for a data-based approach to screening. Each year the fall screening shows that students entering the PreK program have deficiencies in picture naming, comprehension, 1-to-1 correspondence, and number naming which sets out a path for instruction.
- The myIGDI Data System allows teachers to easily record and track relevant data and disaggregate by student groups. The system generates individual, group, and school reports to quickly analyze test data for targeting interventions.
- Using the Success for All researched-based curriculum, the principles of developmentally appropriate practice are interwoven through concrete, age-appropriate activities that target nine developmental domains.
- The curriculum requires staff to participate in yearly professional development giving them the training and support they need to do their jobs effectively. The ongoing support is tailored to teachers' needs with onsite facilitator training and guidance in establishing yearly goals.
- Students show significant progress towards meeting benchmark level by analyzing the IGDI data progress monitoring periodically throughout the year. PLCs provide the time for teacher to analyze data and differentiate instruction based on student needs. This leads to progress in meeting the target goals set each year.

All Students in Third Grade Achieving Grade-Level Literacy

<input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
<p>The percentage of ALL students in grades 3 at Cass Lake-Bena Elementary School enrolled October 1st who earn achievement levels of Exceeds or Meets the Standards on the Reading MCA (all accountability tests) will increase from 38.8% in 2017 to 45.0% in 2018.</p> <p>The percentage of Cass Lake-Bena Elementary students in grade 3 in the American Indian, Special Education, and Free/Reduced subgroups who earn achievement levels of Exceeds or Meets the Standards on the Reading MCA (all accountability tests) will increase by 5.0% in each subgroup from 2017 to 2018.</p>	<p>Cass Lake-Bena Elementary School MCA Reading proficiency in Grade 3 for ALL students was 41.3%. This was an increase of 2.5% from 2017 but short of the goal to increase by 6.2%. This goal was not met.</p> <p>The goal of increasing by 5% from 2017 to 2018 for the following subgroups was not met. Cass Lake-Bena Elementary School MCA Reading proficiency in Grade 3 for the following subgroups was:</p> <ul style="list-style-type: none"> • American Indian: 6.1% increase from 2017 (33.3%) to 2018 (39.4%) • Special Education: 6.6% decrease from 2017 (14.3%) to 2018 (7.7%) • Free/Reduced: 1.4% increase from 2017 (38.6%) to 2018 (38.6%) 	<p><i>Check one of the following:</i></p> <p>Multi-Year Goal:</p> <p><input type="checkbox"/> On Track <input type="checkbox"/> Not On Track</p> <p>One-Year Goal</p> <p><input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> District/charter does not enroll students in grade 3</p>

- The data used was the 2018 Grade 3 MCA-III Reading test results reported by MDE. The data is disaggregated by analyzing individual student and subgroup results and strand data. Viewpoint is used to dig deeper looking at attendance and behavior data.
- Guided Reading, Benchmark Assessment System, curriculum mapping and alignment, and the development of common formative assessments are strategies in place to support this goal area.
- We completed year 3 of a 5-year School Improvement Grant to implement reform strategies to ensure effective teaching, learning and building capacity among staff. To support continuous improvement in reading and literacy, we identified the need to have a school literacy team. This team is currently attending a 3-year Literacy Leaders Academy through NJPA. The focus is on developing a system of growth that integrates data, effective instructional practices, coaching feedback, and developing a collaborative culture. The goal is to ensure sustainability after the grant ends.
- Progress monitoring (3 x per year) occurs using STAR Reading. Students identified for Tier II and III interventions receive Title I support. Proficiency increased slightly in 2018 but the lack of continuous attendance impacts increasing at a faster rate.

Close the Achievement Gap(s) Between Student Groups

<input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
<p>Reading:</p> <ul style="list-style-type: none"> The proficiency gap between the white and American Indian students enrolled October 1, in grades 3-8 and 10 in the Cass Lake-Bena School District on all Reading accountability tests will decrease from 20% in 2017 to 15% in 2018 by increasing the % proficient of the groups as follows: White students from 53% in 2017 to 58% in 2018 and American Indian students from 33% in 2017 to 43% in 2018. The proficiency gap between the non-FRP and the FRP students enrolled October 1, in grades 3-8 and 10 in the Cass Lake-Bena School District on all Reading accountability tests will decrease from 22% in 2017 to 17% in 2018 by increasing the % proficient of the groups as follows: non-FRP students from 55% in 2017 to % in 60% in 2018 and FRP students from 33% in 2017 to 43% in 2018. The proficiency gap between the non-Special Education and the Special Education students enrolled October 1, in grades 3-8 and 10 in the Cass Lake-Bena School District on all Reading accountability tests will decrease from 20% in 2017 to 15% in 2018 by increasing the % proficient of the groups as follows: non-Special Education students from 40% in 2017 to 45% in 2018 and Special Education students from 20% in 2017 to 30% in 2018. 	<p>Reading:</p> <p>CLBS District MCA Reading proficiency in Grade 3-8 and 10 for the following subgroups:</p> <ul style="list-style-type: none"> White: Decrease of 2% proficiency from 2017 - 55% (2018) and 53% (2017) American Indian: Decrease of 1% proficiency from 2017 – 32% (2018) and 32% (2017) <u>2018 Gap increased to 21% - a 1% increase from 2017.</u> Non-Free-Reduced: Decrease of 14% proficiency from 2017 - 41% (2018) and 55% (2017) Free-Reduced: Increase of 1% proficiency from 2017 – 34% (2018) and 33% (2017) <u>2018 Gap decreased to 7% - a 15% decrease from 2017.</u> Non-Special Education: Decrease of 2% proficiency from 2017 - 39% (2018) and 41% (2017) Special Education: Decrease of 4% proficiency from 2017 – 16% (2018) and 20% (2017) <u>2018 Gap increased to 24% - a 4% increase from 2017.</u> <p>CLBS District didn't decrease the proficiency reading gap goal of 5% from 2017 to 2018 in any subgroups. American Indian and Special Education subgroups proficiency gap increased by 1% and 4%. The reason that the free reduced gap decreased is that the % of students proficient decreased for non-free reduced students rather than raising the proficiency of free reduced students. This goal was not met.</p>	<p><i>Check one of the following:</i></p> <p>Multi-Year Goal:</p> <p><input type="checkbox"/> On Track <input type="checkbox"/> Not On Track</p> <p>One-Year Goal</p> <p><input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Goal Not Met</p>

<input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
<p>Mathematics</p> <ul style="list-style-type: none"> The proficiency gap between the white and American Indian students enrolled October 1, in grades 3-8 and 11 in the Cass Lake-Bena School District on all Mathematics accountability tests will decrease from 19% in 2017 to 14% in 2018 by increasing the % proficient of the groups as follows: White students from 40% in 2017 to 45% in 2018 and American Indian students from 21% in 2017 to 31% in 2018. The proficiency gap between the non-FRP and the FRP students enrolled October 1, in grades 3-8 and 11 in the Cass Lake-Bena School District on all Mathematics accountability tests will decrease from 9% in 2017 to 4% in 2018 by increasing the % proficient of the groups as follows: non-FRP students from 31% in 2017 to 36% in 2018 and FRP students from 22% in 2017 to 32% in 2018. The proficiency gap between the non-Special Education and the Special Education students enrolled October 1, in grades 3-8 and 11 in the Cass Lake-Bena School District on all Mathematics accountability tests will decrease from 10% in 2017 to 5% in 2018 by increasing the % proficient of the groups as follows: non-Special Education students from 25% in 2017 to 30% in 2018 and Special Education students from 15% in 2017 to 25% in 2018. 	<p>Mathematics</p> <p>CLBS District MCA Mathematics proficiency in Grade 3-8 and 11 for the following subgroups:</p> <ul style="list-style-type: none"> White: Decrease of 4% proficiency from 2017 - 36% (2018) and 40% (2017) American Indian: Increase of 1% proficiency from 2017 – 22% (2018) and 21% (2017) <u>2018 Gap decreased to 18% - a 1% decrease from 2017.</u> Non-Free-Reduced: Increased of 4% proficiency from 2017 - 34% (2018) and 30% (2017) Free-Reduced: Remained at 22% proficiency – 22% (2018) and 22% (2017) <u>2018 Gap increased to 12% - a 3% increase from 2017.</u> Non-Special Education: Increase of 2% proficiency from 2017 - 27% (2018) and 25% (2017) Special Education: Decrease of 2% proficiency from 2017 – 13% (2018) and 15% (2017) <u>2018 Gap increased to 15% - a 5% increase from 2017.</u> <p>CLBS District didn't decrease the proficiency mathematics gap goal of 5% from 2017 to 2018 in any subgroups. This goal was not met.</p>	<p><i>Check one of the following:</i></p> <p>Multi-Year Goal:</p> <p><input type="checkbox"/> On Track <input type="checkbox"/> Not On Track</p> <p>One-Year Goal</p> <p><input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Goal Not Met</p>

- 2018 MCA-III Reading and Math results and STAR data is used. Data is disaggregated by grade level, subgroups (American Indian, Free/Reduced, and Special Education) and strands. Viewpoint is used to look at attendance, behavior data and trend data. Growth data drives PLC discussions to determine if students are gaining and maintaining the skills necessary to be academically successful.
- Guided Reading, CGI, Benchmark Assessment System, curriculum mapping and alignment, and common formative assessments are strategies in place. Special Education teachers attend content PLCs so they implement the same strategies as classroom teachers.
- School Improvement Grant monitoring and fidelity checks, in addition to classroom walkthroughs and formal evaluations, assess how well teachers are mastering the skills needed to improve instruction. Staff turnover requires ongoing coaching and training based on needs.
- 3-Year data indicates there is more progress in math than reading but because of large achievement gaps progress seems slow. Special Education subgroup scores have decreased from 2014. Special education teachers receive the same PD as classroom teachers and serve on MTSS and School Leadership teams.
- STAR progress monitoring assesses student progress and PLC discussions decide appropriate interventions for meeting academic standard benchmarks.

All Students Career- and College-Ready by Graduation

<input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
<p>The percentage of ALL students in grade 8 at Cass Lake-Bena Middle School enrolled October 1st who earn achievement levels of Exceeds or Meets the Standards on the Mathematics MCA (all accountability tests) will increase from 8.9% in 2017 to 18.9% in 2018.</p> <p>The percentage of students in Grade 10 at Cass Lake-Bena High School that take the ACT+ Writing offered during the school day will increase from 87% in 2017 to 90% in 2018.</p>	<p>Cass Lake-Bena Middle School MCA Mathematics proficiency in Grade 8 for ALL students was 16.9% in 2018 compared to 8.9% in 2017. This was an increase of 8.0% from 2017 but short of the goal to increase by 10.0%. This goal was not met.</p> <p>The participation in the 2018 ACT+Writing offered at Cass Lake-Bena High School was 66% with 39 out of 59 students enrolled taking it. This is a decrease from 2017. This goal was not met.</p>	<p><i>Check one of the following:</i></p> <p>Multi-Year Goal:</p> <p><input type="checkbox"/> On Track <input type="checkbox"/> Not On Track</p> <p>One-Year Goal</p> <p><input type="checkbox"/> Goal Met <input checked="" type="checkbox"/> Goal Not Met</p>

- The data used was 2018 Grade 8 and 11 Math MCA results and ACT+Writing participation. Data was disaggregated by grade level and by student groups and because our students are 92% American Indian and 80% Free/Reduced, percentages fluctuate between 1% -2%. Goals were written for ALL students in specific grades, but subgroup data is analyzed in addressing needs.
- Strategies used to support students are PLTW instruction, technology integration with online and digital tool experience, 9th Grade Academy where students have solid structures as they transition into high school and receive more one-on-one support, and collaboration between teachers focusing on barriers that student face through the transition from middle to high school.
- Grade 8 MCA scores from 2018 showed an 8% increase from 2017 and Grade 11 increased by 18.4% from 2016 (12.2%) to 2018 (30.6%). Students that took the MCA Grade 11 Math in 2018 were 9th graders in 2016 - the first year of implementing 9th Grade Academy.
- Helping us make progress towards our goals is School Improvement Staff including Instructional Facilitator and Instructional Coach ensuring focused PLCs, fidelity in implementing school improvement plan strategies, and providing coaching to inexperienced staff or struggling teachers.

All Students Graduate

<input checked="" type="checkbox"/> WBWF Goal Only <input type="checkbox"/> WBWF /A & I Goal	Result	Goal Status
<p>The Cass Lake-Bena High School student graduation rate as measured by MDE's 4-year graduation rate calculations will increase to 90% for all students in 2017-2018. Baseline Data: CLBHS 4-year graduation rate: 2012 = 77.8%, 2013 = 81.6%, 2014 = 59.1%, 2015 = 74.2%, 2016 = 82.4%. (MN Report Card)</p> <p>The Cass Lake-Bena School District student graduation rate as measured by MDE's 4-year graduation rate calculations will increase to 90% for all students in 2017-2018. Baseline Data: CLB District 4-year graduation rate: 2012 = 47.4%, 2013 = 45.7%, 2014 = 41.3%, 2015 = 50.7%, 2016 = 50.0%. (MN Report Card)</p> <p>The Cass Lake-Bena Area Learning Center's student graduation rate as measured by MDE's 6-year graduation rate calculations will increase to 90% for all students in 2017-2018. Baseline Data: CLB ALC's 6-year graduation rate: 2012 = 26.8%, 2013 = 21.4%, 2014 = 20.0%, 2015 = 18.8%, 2016 = 34.0%. (MN Report Card)</p>	<p>According to the MN Report Card, Cass Lake-Bena High School's 2017 four-year graduation rate decreased by 7.9% to 74.5%, short of our goal of 90%.</p> <p>According to the MN Report Card, Cass Lake-Bena District's 2017 four-year graduation rate increased by 3.5% to 53.5%, short of our goal of 90%.</p> <p>According to the MN Report Card, Cass Lake-Bena ALC's 2017 six-year graduation rate increased by 17.1% to 51.1%, short of our goal of 90%. Even though significant progress has been made we have a ways to go to reach 90% - which impacts the District's rate.</p>	<p><i>Check one of the following:</i></p> <p>Multi-Year Goal:</p> <p><input type="checkbox"/> On Track <input checked="" type="checkbox"/> Not On Track</p> <p>One-Year Goal</p> <p><input type="checkbox"/> Goal Met <input type="checkbox"/> Goal Not Met</p> <p><input type="checkbox"/> District/charter does not enroll students in grade 12</p>

- The data used is the 4-year and 6-year graduation rates reported on the MN Report Card. This is based on the number of students that started school in 9th grade and graduated within 4 or 6 years, depending on the schools or district goal.
- The high school employs an Academic Career Advisor and two guidance counselors that work together to monitor student's progress throughout the year at the high school and ALC. Guidance Counselors meet individually with students and their families to monitor academic progress towards graduation and post-secondary enrollment plan and resources.
- Students have multiple opportunities to visit colleges, career fairs, and businesses in the areas of their interest. Career exploration starts as early as 9th grade through the strategies implemented in the 9th Grade Academy.
- For the past two years the district has started preparing to implement an Academies Model so that all students can attain college and career readiness before graduating from high school. Middle and High School Staff and Administration have visited with several schools in developing a model that they can replicate that meets our district's needs. The plan is to fully implement by SY 2019-2020.