Jefferson (5020)

SECTION IV. - LEA/DISTRICT YEAR THREE TOTAL BUDGET & SUPPORTING DATA

This is the total of Year Three Implementation and Administration budgets for all building and district activities.

YEAR THREE 2012-13 SIG FUNDS	6100 Certificated Salaries	6150 Noncertificated Salaries	6200 Employee Benefits	6300 Purchased Services	6400 Materials & Supplies	6500 Capital Outlay	6600 Other	TOTAL
1100 Instruction *1003(g) SIG*	5,252.00	-	507.00	16,910.00	35,234.00	-		507,903.00
1200 Supplemental Instruction (Title I) *1003(g) SIG*	-	-	-	-	-	-		-
2100 Non Instructional Support Services *1003(g) SIG*	87,822.00	40,800.00	56,114.00	-	-	-		184,736.00
2200 Professional Development *1003(g) SIG*	5,252.00	-	507.00	-	-	-		5,759.00
2600 Planning and Evaluation *1003(g) SIG*	-	-	-	-	-	-		-
3000 Community Services *1003(g) SIG*	-	25,507.00	14,510.00	-	-	-		40,017.00
Program Costs Subtotal *1003(g) SIG*	98,326.00	66,307.00	71,638.00	16,910.00	35,234.00	-		288,415.00
Indirect Costs								
Administrative Costs *1003(g) SIG*	45,986.00	4,173.00	17,685.00	1,545.00	364.00	-		69,753.00
ADMINISTRATIVE COSTS SUBTOTAL *1003(g) SIG*	45,986.00	4,173.00	17,685.00	1,545.00	364.00	-		69,753.00
GRAND TOTAL *1003(g) SIG*	144,312.00	70,480.00	89,323.00	18,455.00	35,598.00	-		358,168.00

Jefferson (5020)

SECTION IV. – LEA/DISTRICT YEAR TWO TOTAL BUDGET & SUPPORTING DATA (continued)

SUPPORTING DATA	FTEs					
	Teachers (60)	Paras (80)	Ancillary Personnel (90)	Guidance Personnel (50)	Other Pupil Services (70)	General Supervisor (30)
Supplemental Instruction						
Preschool						
Class Size Reduction						
Neglected/Delinquent Institution Supplemental Instruction						
Instructional Coach						
Reading Recovery Teacher Leader						
School/Home Coordinator			2			
Language Translator						
Guidance Counselor				2		
Transition Case Manager						
Turnaround Officer						.667

SECTION V. - SCHOOLS TO BE SERVED

The LEA/district must include the following information with respect to the schools it will serve with a School Improvement Grant. The LEA/district must identify each Tier I, Tier II, and Tier III school the LEA/district commits to serve and identify the model that the LEA/district will use in each Tier I and Tier II school.

					INTERVENTION (TIER I AND II ONLY)			
SCHOOLNAME	NCES ID #	TIER I	TIER II	TIER III	TU	RE	CL	TR
Jefferson Elementary	292928001950	X						X

Notes:

i. TU - TURNAROUND, RE - RESTART, CL - CLOSURE, TR - TRANSFORMATION

ii. The LEA/district that has nine or more Tier I and Tier II schools may not implement the transformation model in more than 50 percent of those schools.

iii. The Department will provide each LEA/district with a list of the schools that are eligible to be served in Tiers I, II, and III. The LEA/district will indicate in the application which schools it intends to serve and which intervention it intends to implement in the selected Tier I and Tier II schools.

SECTION VI.A. - LEA/DISTRICT/BUILDING YEAR THREE STRATEGIES AND ACTIVITIES TEMPLATE *(COPY AS NEEDED)*

List the strategies from the LEA/District implementation plan and school plans that support the selected interventions and improvement activities at the LEA/District level and for each school to be served. Relate the strategies and activities from the plans to the budget codes from the budget template and complete a budget for the LEA/District and each school the LEA/District has committed to serve. Include references to the Goals, Objectives, Strategies, and Action Steps that direct the implementation of the intervention and improvement activities.

LEA/DISTRICT/BUILDING NAME ST. LOUIS PUBLIC SCHOOL DISTRICT/ JEFFERSON	COUNTY-DISTRICT - BUILDING CODE 115-115-5020

Budget Codes	Related Strategies and Activities
1100 Instruction	
1100 Instruction *1003(g) SIG*	Objective 1, Strategy 1 Objective 2, Strategy 1. Strategy 2. Objective 3: Strategy 1 Strategically improve student achievement with intervention and data analysis
1200 Supplemental Instruction (Title I)	Goal 1, Objective 1, strategy 1: Academic Instructional Coordinator to provide instructional support to teachers and support students in small group settings. Goal1Objective 1: Strategy 1,2,3,4,6 The percentage of students scoring Proficient or Advanced on the MAP for both Communication Arts and Math in grades 3-6 will increase by 10 percent annually.
1200 Supplemental Instruction (Title I) *1003(g) SIG*	
2100 Non Instructional Support Services	
2100 Non Instructional Support Services *1003(g) SIG*	Objective1, Strategy 1 Decrease discipline incidents by 10 % each year as evidenced by SIS discipline referral reports beginning May, 2011 and ongoing Objective 1, Strategy 1, 2 Social Worker will provide small group and 1 on 1 counseling for students needing behavior interventions in Tier 2 and Tier 3
2200 Professional Development	
2200 Professional Development *1003(g) SIG*	Objective1, Strategy 1, 2 Decrease discipline incidents by 10 % each year as evidenced by SIS discipline referral reports beginning May, 2011 and ongoing via School Positive Behavior Specialist Objective 4:100% of Jefferson staff will participate in high quality, job-embedded professional development with a central research-based instructional focus and apply learning as evidenced by attendance rosters, review of lesson plans and analysis of walk-through data
2600 Planning and Evaluation	
2600 Planning and Evaluation *1003(g) SIG*	
3000 Community Services	
3000 Community Services *1003(g) SIG*	Goal 3, Obj. 3, Strategy 1,2,3, and 4 Family Educator to support parents and develop relations with the community
Administrative Costs	
Administrative Costs *1003(g) SIG*	Goal 1, 2, 3, 4/ Objective 1/ Strategy 1: Office of Innovation staff to support schools and monitor progress and accountability.

SECTION VI.B. - LEA/DISTRICT/BUILDING YEAR THREE IMPLEMENTATION BUDGET TEMPLATE

Use this template to enter required school and LEA/district budget totals to be submitted with the LEA/District SIG Application. Complete a budget for the LEA/district and each school for year two of the three year grant period.

LEA/DISTRICT/BUILDING NAME	Jefferson (502)				COUNTY-DISTRICT-BUILDING CODE			115-115-502
Year Three 2012-13	**6100** Certificated Salaries	**6150** Noncertificated Salaries	**6200** Employee Benefits	**6300** Purchased Services	**6400** Materials/Supplies	**6500** Capital Outlay	**6600** Other	**TOTAL**
1100 Instruction	-	-	-	-	-	-		-
1100 Instruction *1003 (g) SIG*	5,252.00	-	507.00	16,910.00	35,234.00	-		57,903.00
1200 Supplemental Instruction (Title I)	165,858.00	37,292.00	90,510.00					293,660.00
1200 Supplemental Instruction (Title I) *1003 (g) SIG*								
2100 Support Services - Pupils	-	-	-	-	-	-		-
2100 Support Services - Pupils *1003 (g) SIG*	87,822.00	40,800.00	56,114.00	-	-	-		184,736.00
2200 Professional Development	-	-	-	-	-	-		-
2200 Professional Development *1003 (g) SIG*	5,252.00	-	507.00	-	-	-		5,759.00
2600 Planning and Evaluation	-	-	-	-	-	-		-
2600 Planning and Evaluation *1003 (g) SIG*	-	-	-	-	-	-		-
3000 Parent Involvement	-	-	-	-	-	-		-
3000 Parent Involvement *1003 (g) SIG*	-	25,507.00	14,510.00	-	-	-		40,017.00
Administrative Costs	-	-	-	-	-	-		-
Administrative Costs *1003 (g) SIG*	45,986.00	4,173.00	17,685.00	1,545.00	364.00	-		69,753.00
Program Costs Subtotal (Not including *1003 (g) SIG*)	165,858.00	37,292.00	90,510.00	-	-	-		293,660.00
***1003 (g) SIG* Subtotal**	144,312.00	70,480.00	89,323.00	18,455.00	35,598.00	-		358,168.00
Grand Total	310,170.00	107,772.00	179,833.00	18,455.00	35,598.00	-		651,828.00

SECTION VI.C. 1003(G) SCHOOL IMPROVEMENT BUILDING BUDGET WORKSHEET(COPY AS NEEDED)	
BUILDING NAME JEFFERSON	BUILDING CODE 5020
BUDGET ITEMIZATION	GRANT FUNDS REQUESTED
6100: Certificated Salaries	
1 – FTE Counselor	**42,636**
1 – FTE Social Work Specialist	**45,186**
Teacher Extra Service Pay for Extended Day Instruction 129 hours @ $25.52	**5,252**
Non-Cert Extra Service Pay for Extended Day Instruction 129 hours @ $15.00	
Teacher Extra Service Pay for Professional Development	**5,252**
Curriculum 65 hours @ $25.52	
Staff Development 65 hours @ $25.52	
Non-Cert Extra Service Pay for Professional Development	
Curriculum 65 hours @ $15.00	
Staff Development 65 hours @ $15.00	
.091 – 1 FTE Associate Superintendent of Innovation	**11,591**
.091 – 4 FTE Turnaround/Accountability Specialist	**25,036**
.091 – 1 FTE Director	**7,603**
.091 – .34 FTE Specialist	**1,756**
6100 Subtotal	**$144,312**
6150: Non-Certificated Salaries	
1 – FTE Positive Behavior Support Specialist	**40,800**
1 – FTE Family Educator	**25,507**
.091 – 1 FTE Administrative Assistant	**4,173**
6150 Subtotal	**$70,480**
6200: Employee Benefits *(optional categories)*	
FTE Blended Benefits Rate (41%)	**71,638**
Hourly Blended Benefits Rate (11%)	
Admin Benefits	**17,685**
6200 Subtotal	**$89,323**
6300: Purchased Services	
Instructional Consultants (SAMS)	**16,910**
Admin Professional Development	**1,545**
6300 Subtotal	**$18,455**
6400: Materials/Supplies	
Instructional materials & supplies (leveled library, student assessment portfolio materials)	**14,336**
Computers (Math & Communication Arts Classroom) 23 @ $909	**20,898**
Admin Professional Development materials and supplies	**364**
6400 Subtotal	**$35,598**
6100-6400 Subtotal	**$358,168**
Indirect Cost Optional (Restricted Rate: ____ % X Subtotal)	**$0**
TOTAL	**$358,168**

SECTION VII. – NARRATIVE

The responses to Sections VII.A. – D. are limited to 20 pages of double spaced 10-12 point font.

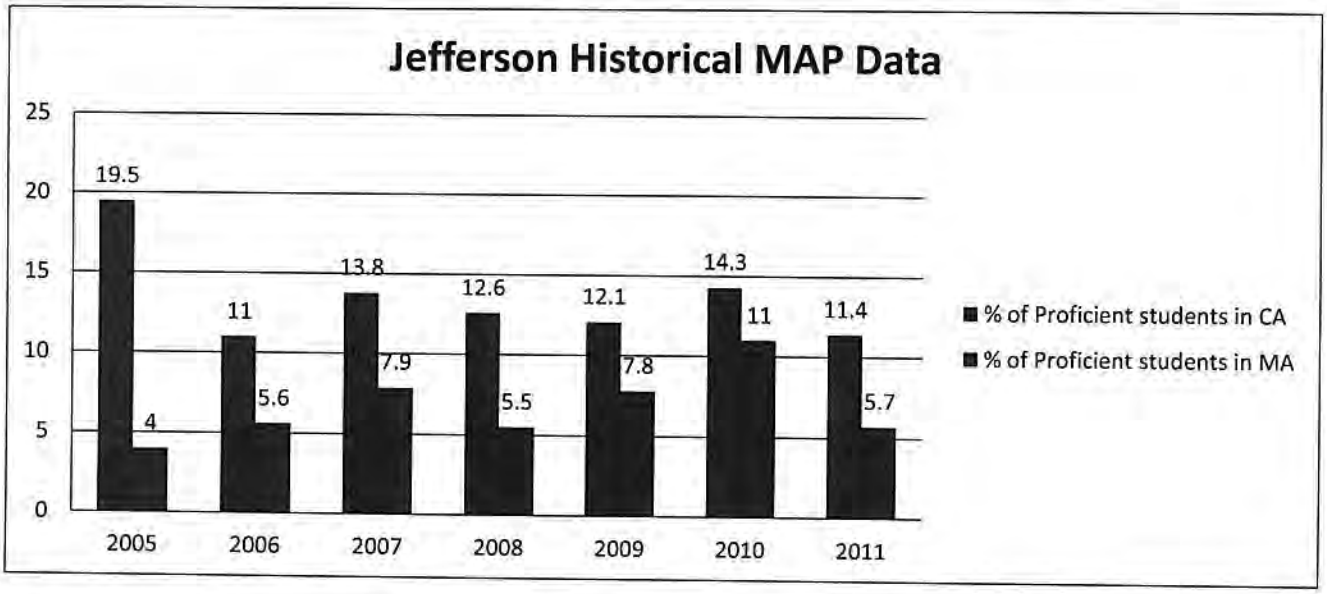
Jefferson Elementary School is a pre-school through sixth grade school in North St. Louis situated amidst a neighborhood of low income/market rate/and tax credit community housing called the COVAM community as well as a few homeless shelters. The school has long been a focal point for the neighborhood and has served generations of families from the community. Currently, Jefferson enrolls approximately 268 students (the highest enrollment number reached during the 2011-2012 school year was 282) 100% of students are African American. Of these students, 11% are classified for special education, and 91% of all students are eligible for free or reduced-price lunch. Jefferson's average daily attendance rate is 92.67% and mobility rate is 38%. Since the 2006-2007 school year, student enrollment has decreased substantially from a high of 436 to 244 in the 2010-2011 school year. Jefferson was also selected as one of the five pilot schools in St. Louis Public Schools for the 2009-2010 school year, which grants the school more autonomy in governance; staffing; budget; curriculum; instruction and the school calendar. Jefferson had an Advisory Board comprised of staff, a parent and community representatives. The staff and parent representative were elected by their peers and serve a two year term. The goal of the pilot school is that with the aid of additional flexibility, the school will improve on the state standardized test, general academic achievement, and attendance.

Jefferson's vision is to be a community school that integrates the arts into teaching by providing students with meaningful academic, creative, and social learning experiences. The school has made a commitment to the theory of multiple intelligences, emphasizing hands-on learning, and a thematic approach to teaching the curriculum by selecting arts integration as the research based school improvement strategy tied directly to developing critical thinking skills for student learning. Arts integration is when there is a natural connection between the curriculum and the art form. The teacher teaches both the arts objective and the curriculum objective side by side enabling students to make connections between them and their real life world.

A review of the past six years of MAP data illustrates that Jefferson Elementary School has a significant concern regarding student achievement. Table 1 below provides a visual of Jefferson's performance on the Communication Arts and Math portions of the MAP assessment. Jefferson students performed significantly below both the school district and the state.

On the 2011 administration of the MAP scores Jefferson dropped significantly in the math assessment in Communication Arts. 14.3% of Jefferson students scored at the Proficient and above levels on the MAP compared to 30.7% at the District level and 53.6% at the State level. In Math, 11% of Jefferson students scored above the Proficient and above levels as compared to the District average of 52.7% and State average of 63.3%.

Chart 1 Jefferson Elementary Performance on MAP assessment



SECTION VII.A. – DISCUSSION OF YEAR TWO

Describe progress made toward each objective approved in the 2011-2012 application.

- ☐ Provide a summary of MAP and other relevant data to document progress toward meeting objectives;
- ☐ Provide a summary of measurable data explaining progress toward meeting professional development objectives; and
- ☐ Describe the challenges and accomplishments in meeting your objectives in 2011-2012.

Chart 1 in the previous section indicates that 2011 MAP scores dropped significantly in math and slightly in communication arts. The table below shows how each grade level performed on the 2011 MAP as well Acuity.

Table 1. Jefferson Elementary 2010-2011 MAP and Acuity Scores

2010-2011 Acuity % of predicted proficient		2011 MAP % of actual proficient
3rd CA	**3rd MA**	CA -2.9%
Acuity A- 24%	Acuity A-14%	MA -0
Acuity B-11%	Acuity B-7%	
Acuity C-12%	Acuity C-6%	
4th CA	**4th MA**	CA -24%
Acuity A- 27%	Acuity A-17%	MA -8%
Acuity B-22%	Acuity B-19%	
Acuity C-28%	Acuity C-12%	
5th CA	**5th MA**	CA -5.3%
Acuity A- 11%	Acuity A-18%	MA -5.3%
Acuity B-12%	Acuity B-16%	
Acuity C-20%	Acuity C-11%	
6th CA	**6th MA**	CA -9.5%
Acuity A- 22%	Acuity A-26%	MA -9.5%
Acuity B-30%	Acuity B-17%	
Acuity C-17%	Acuity C-22%	

Jefferson students also took internal AimsWeb benchmarks and the DRA., curriculum based measures in oral fluency and math computation. This school year we administered the benchmarks in September, January and May. Over the course of 3 administrations, students gained on average 5 or more points.

Chart 2 & 3 AimsWeb growth by grade level over 3 benchmark administrations

Chart 2. AimsWeb Math growth

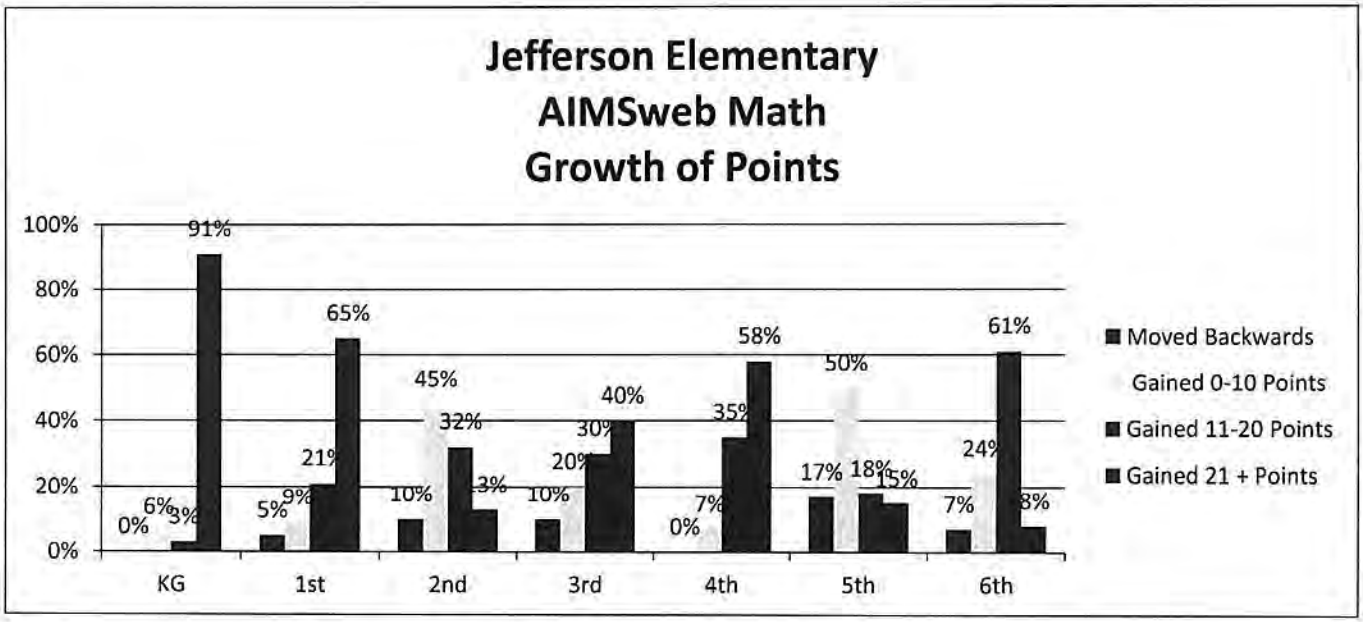
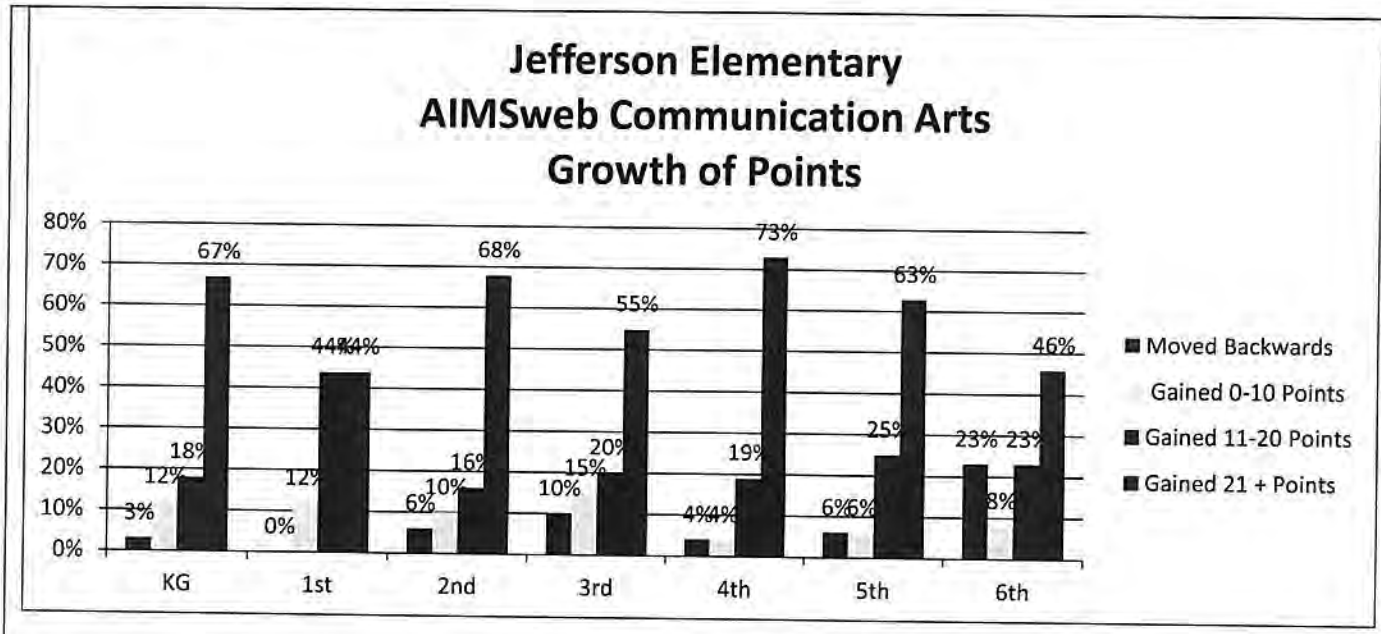
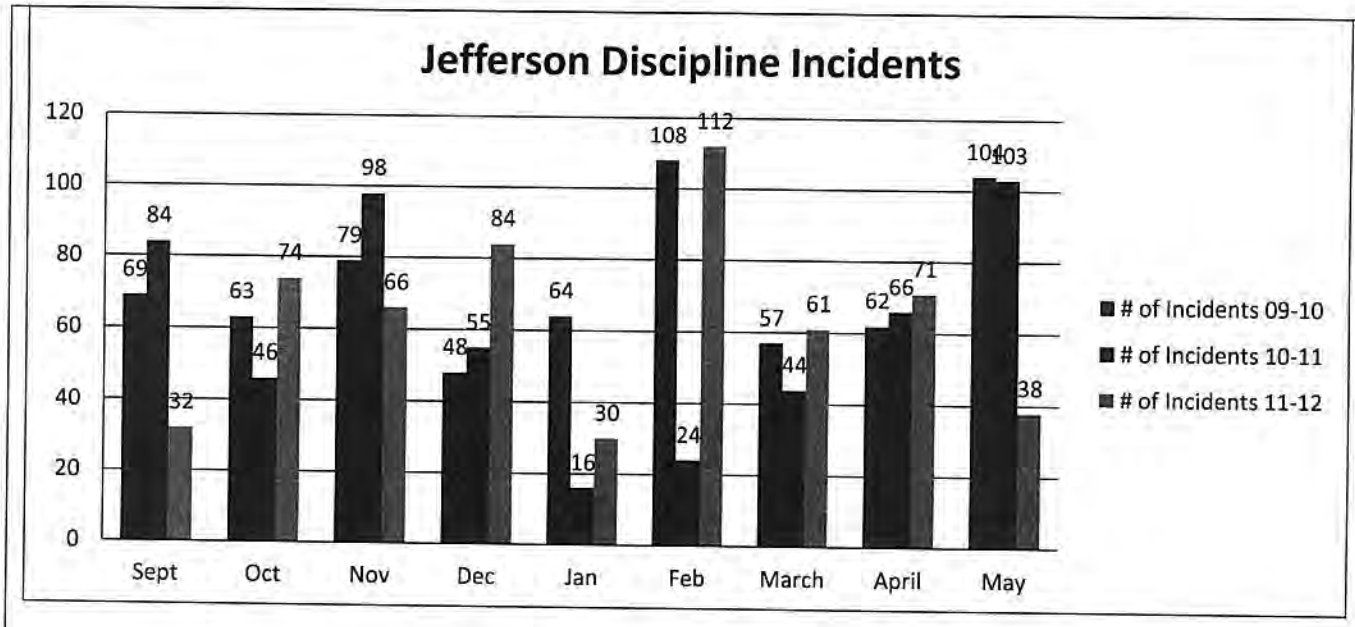


Chart 3 AimsWeb Communication Arts growth



During year 2, we implemented a PBIS specialist and an Intervention Specialist. Both of these positions were created to help reduce discipline incidents and decrease the percentage of out of school suspensions. There were 568 total discipline incidents for the 2011-2012 school year. This was 32 more incidents than the previous school year. The PBIS and Intervention Specialist pushed into classrooms, did character lessons, met with parents and visited schools in neighboring districts that successfully implemented PBIS.

Chart 4. Jefferson Discipline Incidents



During each monthly SIG meeting with Dr. Dorsey and Dr. Taylor, Jefferson demonstrated growth in most areas. The table below shows that out of eleven objectives, six targets were met, three showed improvement and 2 were not met.

Table 2. Rubric of SIG objectives

Goal 1: Student Performance: Develop and enhance quality educational/instructional programs to improve performance and enable students and schools to achieve their goals and their academic targets.		
Objectives: The percentage of students scoring Proficient or Advanced on the MAP will increase by 10%		
Met:	Not Met: x	Improvement:
Comments: 2011 scores decreased		
Objectives:85% of students will read on or above grade level as indicated by the DRA by May, 2013 . In order to meet the 2013 goal, smaller targets were set for each administration Fall 10- 47% ,Winter 11-57%,Spring 12-67%,Fall 12-64%,Winter 12-74%,Spring 13- 85%		
Met:X	Not Met:	Improvement:
Comments: The Winter '11 and Spring '12 targets were met		
Objectives:92% Average Daily Attendance for students		
Met: X	Not Met:	Improvement:
Comments: The ADA for the 2011-2012 year based on SIS ADA report is 93.5%. (excluding preschool)		
Objective: 100% of Jefferson staff will participate in high quality, job-embedded professional development with a central research-		

based instructional focus and apply learning as evidenced by attendance rosters, review of lesson plans and analysis of walk-through data		
Met:X	Not Met:	Improvement:
Comments: Both certificated and non certificated staff attended 9 additional PD sessions than provided by the district.		
Goal #2 Facilities, Support, and Instructional Resources Provide and maintain appropriate instructional resources, support services, and functional and safe facilities		
Objective: Increase classroom technology usage by 25% per annum to support and enhance the instructional program for the entire three year period as evidenced by walk-through data beginning October, 2010 and ongoing		
Met:	Not Met:	Improvement: X
Staff was surveyed on the usage of technology in September and again in May.		
Goal 3: Highly Qualified Staff: Recruit, attract, develop, and retain highly qualified staff to carry out the LEA (local educational agency)/District mission, goals, and objectives.		
Objective: 100% of all teachers and administrators will be highly qualified and effective as evidenced by Certification Notebook and increased student achievement scores by September, 2010 and ongoing when retaining new staff		
Met:	Not Met:	Improvement: X
Comments:		
Objective: Retain and enhance a minimum of 75% of existing partnerships as evidenced by partnership roster and comparative analysis of 2009-2010 activities with subsequent years beginning in May, 2011		
Met: X	Not Met:	Improvement:
Comments: We increased effective partnerships to include Grace Hill Settlement House and Succeeding with Reading		
Goal 4: Parent and Community Involvement Promote, facilitate, and enhance parent, student, and community involvement in LEA/District educational programs.		
Objective: 70 % of parents will attend parent teacher conferences and 25% will attend monthly PTO meetings as evidenced by attendance rosters beginning October, 2010 and ongoing.		
Met:	Not Met: X	Improvement: X
Comments: Parent participation at PTO meetings averaged 11.9%, down from 14.25% from the previous year. Attendance at parent teacher conference was 63.9% down .35% from the previous year		
Objective: Retain and enhance a minimum of 75% of existing partnerships as evidenced by partnership roster and comparative analysis of 2009-2010 activities with subsequent years beginning in May, 2011.		
Met:X	Not Met:	Improvement:
Objective: Decrease discipline incidents by 10 % each year as evidenced by SIS discipline referral reports beginning May, 2011 and ongoing.		
Met:	Not Met:x	Improvement:
Comments Total # of incidents in 2011-2012 school year was 568. Discipline incidents increased by 5%		

Challenges

Our MAP scores dropped considerably. As a result we reviewed the instructional minutes spent on math and communication arts and increased them daily to 60 and 75 minutes respectively. Teachers also began following the district's pacing guide more closely. We did not meet 2 of the objectives that were met in year one. We did not have a Family Educator for year 2 which impacted our parent engagement. We did not see a positive impact on student discipline

by having both an Intervention Specialist and a Positive Behavior Support Specialist. We are amending our plan to re instate the Family Educator and only have the Positive Behavior Support Specialist who will complete SWPBIS training with the RPDC.

SECTION VII.B. – YEAR THREE TIMELINE

Describe the year three timeline for implementing the planned activities for the selected interventions in each Tier I and Tier II school the LEA/District commits to serve. All planned activities were included in the original plan submitted with your first application.

(1) Provide a LEA/District timeline that includes specific dates for implementation of all components of the selected intervention;

(2) Provide a timeline that is reasonable, achievable, and reflects urgency; and

(3) Provide a timeline that includes implementation and evaluation dates.

Teachers and School Leader Effectiveness		
Strategy and/or Activity	**Time Frame**	**Action**
Replace the principal	2011	Implemented in June 2010 and completed in July 2010
	2012	No further action necessary
	2013	No further action necessary
Implement strategies for recruiting, hiring, and retaining high-quality staff	2011	Implemented in 2009. Will be measured semi-annually based on activities and quantity and quality of candidates. Fully implemented by 2012.
	2012	Ongoing with semi-annual planning and evaluation
	2013	Ongoing with semi-annual planning and evaluation
Use rigorous, transparent, and equitable evaluation systems	2011	Implementation will begin immediately. The period of evaluation is 90 days.
	2012	Ongoing with quarterly evaluations conducted
	2013	Ongoing with quarterly evaluation conducted
Identify and reward effective staff and remove ineffective staff	2011	Implementation will begin immediately.
	2012	Staff monitoring will be ongoing. Evaluations will be conducted throughout each school year. Recommendations will be made yearly.
	2013	Staff monitoring will be ongoing. Evaluations will be conducted throughout each school year. Recommendations will be made yearly.
Provide ongoing, high quality, job-embedded professional development	2011	Implementation scheduled for August 2010. Evaluations will be conducted after each session. Collective review and evaluation to be conducted quarterly.
	2012	Ongoing with quarterly evaluation
	2013	Ongoing with quarterly evaluation
Comprehensive Instructional Reform		
Strategy and/or Activity	**Time Frame**	**Action**
Implement a research-based, data-informed instructional program aligned to standards	2011	Implementation from June 2010 to August 2010. Evaluation will be conducted semi annually.
	2012	Ongoing with semi-annual evaluation
	2013	Ongoing with semi-annual evaluation
Promote the continuous use of student data	2011	Implementation began in July 2010. Continued usage throughout the future.
	2012	Ongoing with quarterly planning and re-evaluation

	2013	Ongoing with quarterly planning and re-evaluation
Increased Learning Time and Community-Oriented Schools		
Strategy and/or Activity	**Time Frame**	**Action**
Establish schedules and strategies that provide increased learning time	2011	Implementation to begin in September 2010.
	2012	Ongoing based on student needs
	2013	Ongoing based on student needs
Provide ongoing mechanisms for family and community engagement	2011	Implementation began August 2010. Continued practice throughout the year. Progress will be monitored and measured quarterly.
	2012	Ongoing based on meetings with stakeholders and current student needs
	2013	Ongoing based meetings with stakeholders and current student needs
Operational Flexibility and Sustained Support		
Strategy and/or Activity	**Time Frame**	**Action**
Provide operational flexibility	2011	Implementation will begin immediately. Progress will be monitored and measured weekly. Activities will be ongoing.
	2012	Ongoing with quarterly evaluation
	2013	Ongoing with quarterly evaluation
Provide ongoing, intensive technical assistance	2011	Implementation will begin immediately. Progress will be initially monitored and measured weekly. Activities will be ongoing.
	2012	Ongoing with quarterly planning and evaluation
	2013	Ongoing with quarterly planning and evaluation

SECTION VII.C. – DISCUSSION OF SCHOOL YEAR 2012-2013

Discuss the School Improvement Grant (SIG) 1003(g) program as it will be implemented during the 2012-2013 school year. Include information about how the district will support SIG 1003(g) efforts programmatically and fiscally.

We propose during the 2012-2013 to make several changes in the structure of our instructional day, addition of instructional support staff and in the number of assessments given throughout the school year.

Area	2011-2012 school year	Proposed 2012-2013
Assessment	Eliminates Terra Nova, Envision and Reading Street Baselines and administer DRA and Aimsweb only as school level assessments(changes Goal 1, Obj 3,)	We have to reinstate Terra Nova assessment per the District. Kindergarten teachers will only administer AimsWeb. 1st-6th grade teachers will assess both DRA and AImsWeb. Preschool teachers will administer AimsWeb twice a year
Instructional Schedule	- Added school wide math 60 minute block - Principal facilitated all weekly grade level meetings. TLF, ISC and Math specialist will increased number of peer coaching cycles in identified areas of support for teachers	- Math specialist was not added. Increase math block to 75 minutes and reading block to 90 minutes daily Principal will facilitate bi weekly grade level meetings. Grade level teams will meet bi weekly without a facilitator for the data team process
Support Staff	- A Positive Behavior Support Specialist was added in addition to SIG Social Worker, Counselor and ISC	-Replace ISC with part time retired teacher - Replace Intervention Specialist with Family Educator -Continue with PBIS, Counselor, Social Worker
Supplemental Instruction	- Increase number of teachers for summer math academy and extend for months of June and July	Use SIG extra service to offer before and after school tutoring.

SECTION VII.D. – STAFFING CHANGES

Describe any changes made in the teaching staff and/or instructional leaders at the building and/or District levels in SIG served buildings for year two.

We will be replacing 25% of the staff due to retirement, resignation and non retention due to performance. We also will not be filling the ISC vacancy that was created in January 2011 due to resignation. We are requesting to eliminate the Intervention Specialist and re-instate the Family Educator position originally sustained during year 1(2010-11) of SIG implementation.