Southern MS

School Level Plan

07/01/2014 - 06/30/2017
School Profile

Demographics

Southern MS
931 Chestnut St
Reading, PA 19602
(610)371-5803

Federal Accountability Designation: Focus
Title I Status: Yes
Principal: Geina Beaver
Superintendent: Khalid Mumin

Planning Committee

<table>
<thead>
<tr>
<th>Name</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Courtney Barth</td>
<td>Community Representative</td>
</tr>
<tr>
<td>Geina Beaver</td>
<td>Building Principal</td>
</tr>
<tr>
<td>Linda Fredericks</td>
<td>Middle School Teacher - Regular Education</td>
</tr>
<tr>
<td>Candice Kehres</td>
<td>Middle School Teacher - Special Education</td>
</tr>
<tr>
<td>Colleen Lenett</td>
<td>Intermediate Unit Staff Member</td>
</tr>
<tr>
<td>Bunner Linda</td>
<td>Middle School Teacher - Regular Education</td>
</tr>
<tr>
<td>Margarita Santana</td>
<td>Parent</td>
</tr>
<tr>
<td>Manny Savignano</td>
<td>Administrator</td>
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</tbody>
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Assurances

Title I Schools

Title I Priority or Focus Schools

All Title I Schools required to complete improvement plans must assure to the Pennsylvania Department of Education the school's compliance with the following expectations by developing and implementing an improvement plan or otherwise taking actions that meet the expectations described by the Assurances listed below.

Assurances 1 through 12

The school has verified the following Assurances:

- **Assurance 1**: This School Improvement Plan contains Action Plans that address each reason why this school failed to make Annual Measurable Objectives (AMOs) and/or is identified in the lowest 10% of Title I schools.

- **Assurance 2**: The resources needed for full implementation of the action plans herein documented have been identified and the necessary approvals obtained to allow the procurement and allocation of these resources.

- **Assurance 3**: Documentation of the resources needed for full implementation of the action plans herein documented; including specific, related budgetary information, is available for review upon request by the LEA or SEA.

- **Assurance 4**: If designated as a Priority or Focus School the district has determined whole-school meaningful interventions directly associated with the unmet AMO(s).

- **Assurance 5**: The school improvement plan covers a two-year period.

- **Assurance 6**: The school has adopted and/or continued policies and practices concerning the school's core academic subjects that have the greatest likelihood of improving student achievement.

- **Assurance 7**: High performing LEAs with varied demographic conditions have shown they share common characteristics. The following nine characteristics are embedded in the plan:
  
  - Clear and Shared Focus
  - High Standards and Expectations
  - Effective Leadership
  - High Levels of Collaboration and Communication
• Curriculum, Instruction and Assessment Aligned with Standards
• Frequent Monitoring of Teaching and Learning
• Focused Professional Development
• Supportive Learning Environment
• High Levels of Community and Parent Involvement

• **Assurance 8:** Focus Schools must implement locally developed interventions associated with a minimum of one of the below principles, while Priority Schools must implement all seven:
  
  o Providing strong leadership by: (1) reviewing the performance of the current principal; (2) either replacing the principal if such a change is necessary to ensure strong and effective leadership or demonstrating to the State Education Agency that the current principal has a track record in improving achievement and has the ability to lead the turnaround effort; and (3) providing the principal with operational flexibility in the areas of scheduling, staff, curriculum and budget.

  o Ensuring that teachers are effective and able to improve instruction by: (1) reviewing the quality of all staff and retaining only those who are determined to be effective and have the ability to be successful in the turnaround effort; and (2) preventing ineffective teachers from transferring to these schools.

  o Redesign the school day, week, or year to include additional time for student learning and teacher collaboration

  o Strengthen the school’s instructional program based on student needs and ensuring that the instructional program is research-based, rigorous, and aligned with state academic content standards.

  o Use data to inform instruction and for continuous improvement, including providing time for collaboration on the use of data.

  o Establish a school environment that improves school safety and discipline and addresses other non-academic factors that impact student achievement, such as students’ social, emotional and health needs.

  o Provide ongoing mechanisms for family and community engagement

• **Assurance 9:** The school improvement plan delineates responsibilities fulfilled by the school, the LEA and the SEA serving the school under the plan.

• **Statement 10:** Establish specific annual, measurable targets for continuous and substantial progress by each relevant subgroup, which will ensure all such groups of students, update to align with the new AMOs to close the achievement gap
• **Statement 11:** A mentoring/induction program used with teachers new to the school exists; the essential elements of the mentoring/induction program are documented and the documentation is available for review upon request by LEA or SEA authorities.

• **Statement 12:** All parents with enrolled students will receive an annual notification letter which includes the reasons for its identification as Priority or Focus and the school’s plan to improve student achievement.

**Assurance 13**

The school is communicating with parents regarding school improvement efforts via the following strategies:

- School web site
- School newsletter
- District web page
- District’s annual report
- District report card
- Yearly letter to parents
- Short Message Systems (phone blasts)
- Invitations to planning (etc.) meetings
- Family Night/ Open House / Back to School Night/ Meet-the-Teachers Night, etc.
- Special all-school evening event to present improvement plan
- Monthly PTO meetings
- Regular Title 1 meetings
- Parent advisory committee meetings
- Parent-Teacher Conferences
- Home-school visits
- Student Handbook

**Assurance for Priority Schools (Annually Updated SIP)**
The school has indicated the following response to indicate if it has completed an evaluation with the assistance of our Academic Recovery Liaison:

No

**Title I Schoolwide program**

The school has indicated the following response as to whether or not it intends to run a Title I Schoolwide program:

Yes

A completed Title I Schoolwide program planning addendum is required if the school is running a Title I Schoolwide program.

*PDF file uploaded.*
Needs Assessment

School Accomplishments

Accomplishment #1:
Attendance has exceeded targets.

School Concerns

Concern #1:
For Reading/English Language Arts: Although there was much progress, we did not meet the achievement gap closure for the "All Student" population.

Concern #2:
For Mathematics: Although there was much progress, we did not meet the achievement gap closure for the "All Students" population.

Concern #3:
For Parent Involvement: There are few members of the Parent Committee. Those who attend meetings do not follow through on initiatives that supports the school.

Concern #4:
For Discipline: There was a significant increase in the number of student discipline referrals, student suspensions, and police citations.

Prioritized Systemic Challenges

Systemic Challenge #1 (Guiding Question #3) Ensure that there is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for all students.

Aligned Concerns:
For Reading/English Language Arts: Although there was much progress, we did not meet the achievement gap closure for the "All Student" population.
For Mathematics: Although there was much progress, we did not meet the achievement gap closure for the "All Students" population.

Systemic Challenge #2 *(Guiding Question #4)* Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching

Aligned Concerns:

For Reading/English Language Arts: Although there was much progress, we did not meet the achievement gap closure for the "All Student" population.

For Mathematics: Although there was much progress, we did not meet the achievement gap closure for the "All Students" population.

Systemic Challenge #3 *(Guiding Question #2)* Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students

Aligned Concerns:

For Reading/English Language Arts: Although there was much progress, we did not meet the achievement gap closure for the "All Student" population.

For Mathematics: Although there was much progress, we did not meet the achievement gap closure for the "All Students" population.

Systemic Challenge #4 *(Guiding Question #1)* Ensure that there is a system in the school and/or district that fully ensures the principal is enabled to serve as a strong instructional leader who, in partnership with the school community (students, staff, parents, community, etc.) leads achievement growth and continuous improvement within the school.

Aligned Concerns:

For Reading/English Language Arts: Although there was much progress, we did not meet the achievement gap closure for the "All Student" population.

For Mathematics: Although there was much progress, we did not meet the achievement gap closure for the "All Students" population.
**Systemic Challenge #5 (Guiding Question #5)** Ensure that the organizational structure, processes, materials, equipment, and human and fiscal resources within the school align with the school’s goals for student growth and continuous school improvement.

**Aligned Concerns:**

For Parent Involvement: There are few members of the Parent Committee. Those who attend meetings do not follow through on initiatives that support the school.

**Systemic Challenge #6 (Guiding Question #6)** Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.

**Aligned Concerns:**

For Discipline: There was a significant increase in the number of student discipline referrals, student suspensions, and police citations.
School Level Plan

Action Plans

Goal #1: Ensure that there is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for all students.

Indicators of Effectiveness:
Type: Annual
Data Source: PSSA
Specific Targets: There will be a 6% increase for students achieving proficiency in both math and reading

Type: Interim
Data Source: Benchmark Assessment
Specific Targets: The percentage of students scoring basic and below basic will decrease by 10% on each test administered.

Strategies:

Common Assessment within Grade/Subject

Description: WWC reports the effective use of data can have a positive impact upon student achievement; using common assessments to inform teacher practice is one such use of data. (Source: http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf) Teacher Moderation: Collaborative Assessment of Student Work and Common Assessments provide detailed looks at the development and use of common assessments. (Sources: http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/Teacher_Moderation.pdf and Common Assessments: Mike Schmoker. (2006) Results Now: How We Can Achieve Unprecedented Improvements in Teaching and Learning. Alexandria, Va.: ASCD.)

SAS Alignment: Assessment, Instruction

Reading Across the Curriculum

Description: While there is a body of research that indicates employing the reading strategies of questioning, concept mapping, summarizing, and monitoring comprehension have been shown to have positive effects on reading achievement, there are no empirical studies that indicate Reading Across the Curriculum as a whole has a positive effect on achievement. (Source: http://ies.ed.gov/ncee/edlabs/regions/southeast/pdf/REL_2007003.pdf)
SAS Alignment: Instruction

**Implementation Steps:**

**Implement Technology Upgrades**

**Description:**
Implement technology upgrades that would allow for effective, integrated use of curriculum tools, assessments, and instructional interventions.

**Start Date:** 3/1/2014  **End Date:** 6/30/2016

**Program Area(s):** Educational Technology

**Supported Strategies:**
- Common Assessment within Grade/Subject
- Reading Across the Curriculum

**Professional Development - Secondary ELA Curriculum**

**Description:**
Teacher training on implementation of revised Secondary Language Arts curriculum and implementation in secondary classrooms. Evidence of Implementation: Professional Development Schedule / Teacher Lesson Plans

**Start Date:** 8/1/2015  **End Date:** 6/30/2016

**Program Area(s):** Professional Education

**Supported Strategies:**
- Common Assessment within Grade/Subject
- Reading Across the Curriculum

**Professional Development - Secondary Mathematics**

**Description:**
Teacher training on implementation of revised Secondary Mathematics curriculum and implementation in all secondary classrooms. Evidence of Implementation: Professional Development Schedule / Teacher Lesson Plans

**Start Date:** 8/1/2015  **End Date:** 6/30/2016

**Program Area(s):** Professional Education

**Supported Strategies:**

- Common Assessment within Grade/Subject
- Reading Across the Curriculum

**Implement Integrated Literacy Block**

**Description:**

Students will be exposed to Common Core curriculum for reading, writing, listening and speaking in all content areas. Informational reading and writing will be the focus of the sciences, argumentative reading and writing will be the focus of social studies, and literacy development will be the focus of English language arts.

**Start Date:** 6/29/2015  **End Date:** 8/21/2017

**Program Area(s):** Professional Education, Special Education, Gifted Education

**Supported Strategies:**

- Common Assessment within Grade/Subject
- Reading Across the Curriculum

**Use Common Benchmark Assessments**

**Description:**

All students will utilize a research-based assessment aligned with Common Core.

**Start Date:** 6/1/2015  **End Date:** 8/21/2017

**Program Area(s):** Professional Education, Special Education, Gifted Education, Educational Technology
Supported Strategies:

- Common Assessment within Grade/Subject

Implementation of Common Core Language Arts Curriculum

Description:
Implement the language arts curriculum based upon the common core and utilize the resources provided.

Start Date: 3/2/2015   End Date: 6/5/2017

Program Area(s): Professional Education, Special Education

Supported Strategies:

- Common Assessment within Grade/Subject
- Reading Across the Curriculum

Implementation of Common Core Math Curriculum

Description:
Teachers will implement the common core math curriculum with the resources provided.

Start Date: 1/5/2015   End Date: 6/5/2017

Program Area(s): Professional Education, Special Education

Supported Strategies:

- Common Assessment within Grade/Subject
- Reading Across the Curriculum

Implementation of language arts curriculum in the science and social studies classrooms

Description:
Science and social studies teachers will infuse language arts curriculum with resources provided

**Start Date:** 8/24/2015  **End Date:** 6/5/2017

**Program Area(s):** Professional Education, Special Education

**Supported Strategies:**

- Common Assessment within Grade/Subject
- Reading Across the Curriculum

**Goal #2:** Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching

**Indicators of Effectiveness:**

**Type:** Annual

**Data Source:** PSSA Scores

**Specific Targets:** 10% increase in percentage of proficient students

**Type:** Interim

**Data Source:** Study Island Benchmark Assessments

**Specific Targets:** 10% increase in percentage of proficient students

**Type:** Interim

**Data Source:** SRI Lexile Levels

**Specific Targets:** 25% growth towards next grade level in Reading

**Type:** Annual
Strategies:

Professional Development and Training

Description:

Professional Development and Training: Teachers will receive specific and targeted instruction on researched-based instructional practices proven to increase student acquisition on new information, strategies, and standards.

SAS Alignment: Instruction

Administrative Walk-Throughs

Description:

Administrative Walk-Throughs: Administrators will routinely complete mini-observations in all classrooms to monitor the research-based instructional practices used within each classroom.

SAS Alignment: Instruction

Data Analysis Procedures

Description:

Data Analysis Procedures: Administrators and teachers will jointly analyze student formative and summative assessment data to measure student growth and to articulate the specific instructional practices that are necessary to increase student proficiency.

SAS Alignment: Assessment

Instructional Differentiation

Description:

Instructional Differentiation: Teachers will utilize all available student data to plan lessons that address individual student needs.
**SAS Alignment:** Instruction

**Strategic Remediation**

**Description:**

Strategic Remediation: Students who are determined to be significantly below grade level in Math and/or Reading will receive additional instruction during the school day in skills that they are demonstrating non-proficiency.

**SAS Alignment:** Instruction

**Implementation Steps:**

**Baseline Data Summit**

**Description:**

Using the established Reading School District Data Analysis Protocols (Data Summit), the school staff will implement a school-wide analysis of student data to establish a baseline of current student performance levels. Evidence of Implementation: Data Summit Report Completed

Start Date: 8/25/2014   End Date: 6/30/2016

Program Area(s):

Supported Strategies:

- Data Analysis Procedures

**Professional Development - Best Practices**

**Description:**

Administration will design professional development to address the specific student needs found in the Baseline Data Summit and will instruct teachers on the required research-based instructional practices. Evidence of Implementation: Professional Development Plan

Start Date: 8/25/2014   End Date: 6/30/2016

Program Area(s): Professional Education
Supported Strategies:

- Professional Development and Training
- Instructional Differentiation
- Strategic Remediation

**Administrative Walk-Throughs**

Description:

Administration will conduct administrative walk-throughs to monitor the instructional strategies being used in each classroom. Evidence of Implementation: Completed administrative walk-throughs

**Start Date:** 8/25/2014  **End Date:** 6/30/2016

**Program Area(s):**

- Supported Strategies:

  - Administrative Walk-Throughs

**Quarterly Data Summits**

Description:

The school staff will complete quarterly Data Summits to re-evaluate student needs (placements within the strategic remediation programs) and teacher practices. Evidence of Implementation: Data Summit Reports completed / New Professional Development for Teachers will ineffective practices / New placements for students who continue to require strategic remediation programs

**Start Date:** 11/1/2015  **End Date:** 6/30/2016

**Program Area(s):**

- Supported Strategies:

  - Data Analysis Procedures
Goal #3: Ensure that there is a system within the school that fully ensures a safe and supportive environment for all students.

Indicators of Effectiveness:

Type: Interim

Data Source: Perception Surveys

Specific Targets: Increase in post-test values for all perception survey groups

Strategies:

Character and Social Skill Building Programs

Description: WWC has identified programs for which there is evidence of the programs having a positive effect on character and social skill building. (Sources: http://www.positiveaction.net/content/PDFs/Character-education-topic-report.pdf and WWC/IES Practice Guide: Reducing Behavior Problems in the Elementary School Classroom: http://ies.ed.gov/ncee/wwc/pdf/practice_guides/behavior_pg_092308.pdf)

SAS Alignment: Safe and Supportive Schools

Positive Behavior Support

Description: “Positive behavior support strives to use a system to understand what maintains an individual's challenging behavior...It also summarizes and creates a hypothesis about the behavior, and directly observes the behavior and takes data to get a baseline. The positive behavior support process involves goal identification, information gathering, hypothesis development, support plan design, implementation and monitoring...Strategies are needed that teachers and parents are able and willing to use and that have an impact on the child's ability to participate in community and school activities.” (Source: http://en.wikipedia.org/wiki/Positive_behavior_support) Measures of fidelity of PBS implementation were established in 2009, which means that the correlation between fidelity of implementation and measures of student behavior (e.g. number of behavioral referrals) can and needs to be determined before PBS can be verified as having a statistically significant impact on student behavior. A number of tools provide indicators of implementation, but indicators of effectiveness remain to be verified. The following site provides technical information related to PBS. (Source: http://www.pbis.org/default.aspx) While empirical evidence is being developed regarding the effectiveness of School Wide PBS at the high school level, there is initial support for use of PBS in high schools. (Source: http://www.pbis.org/school/high_school_pbis.aspx)
SAS Alignment: Safe and Supportive Schools

**Monthly Parent Outreach Events**

**Description:**

Hosting events that draw parents into the school creates an opportunity to collaborate with parents about their students' success and the school's programs.

SAS Alignment: Safe and Supportive Schools

**Interventions for Success Plan**

**Description:**

Students will be monitored every 45 days. Any student showing risk factors (behavioral, academic, attendance) will be put into a Progress Monitoring system. Numerous specific supports and interventions will be implemented.

SAS Alignment: Safe and Supportive Schools

**Parental Involvement**

**Description:**

Schools play an important part of a child's life along with the parents. By combining the two stakeholders, studies indicate academic achievement will increase. Parental involvement can be many things, volunteering, attending conferences, being a member of the PTO.

SAS Alignment: None selected

**Implementation Steps:**

**Advisory Period**

**Description:**

The school will reinstate the Advisory Period to allow for full-school character building education. Evidence of Implementation: Advisory Lesson Plans

Start Date: 8/24/2015  End Date: 6/30/2017

Program Area(s): Student Services
Supported Strategies:

- Character and Social Skill Building Programs

**CHAMPS PBIS System**

Description:

The teachers will use the CHAMPS system with increased fidelity, including having monthly targeted behavior goals, based on current discipline data. Evidence of Implementation: Completed CHAMPS Target Calendar

**Start Date:** 8/18/2014    **End Date:** 6/30/2017

**Program Area(s):** Student Services

Supported Strategies:

- Positive Behavior Support

**Monthly Parent Involvement Activities**

Description:

The school will host monthly parent involvement events that allow teachers and school leaders the opportunity to collaborate with parents towards student success. Evidence of Implementation: Parent Summits

**Start Date:** 9/1/2014    **End Date:** 6/30/2017

**Program Area(s):**

**Supported Strategies:**

- Monthly Parent Outreach Events

**Child Study Team**

Description:
The Child Study Team allows the leadership team the opportunity to monitor the progress of students who are identified with the greatest risk scores. The team will create 45 day intervention plans and work to decrease the risk score of each student by 25% over the 45 day period. Evidence of Implementation: Student Success Plans via the new PDE Dashboard system.

Start Date: 8/18/2014    End Date: 6/30/2017

Program Area(s): Student Services

Supported Strategies:

- Interventions for Success Plan
### Appendix: Professional Development Implementation

#### Step Details

<table>
<thead>
<tr>
<th>LEA Goals Addressed:</th>
<th>#1 Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching</th>
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</thead>
</table>
|                      | Strategy #1: Professional Development and Training  
Strategy #2: Instructional Differentiation  
Strategy #3: Strategic Remediation |

<table>
<thead>
<tr>
<th>Start</th>
<th>End</th>
<th>Title</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>8/25/2014</td>
<td>6/30/2016</td>
<td>Professional Development -</td>
<td>Administration will design professional development to address the specific student needs found in the Baseline Data Summit and will instruct teachers on the required research-based instructional practices. Evidence of Implementation: Professional Development Plan</td>
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<tr>
<td></td>
<td></td>
<td>Best Practices</td>
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<th>Person Responsible</th>
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<tbody>
<tr>
<td>Administrative Team</td>
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<td>6</td>
<td>48</td>
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</table>

**Provider**

- Southern Middle School

**Type**

- School

**App.**

- No

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**Knowledge**

- Multiple research-based instructional practices

**Supportive Research**

- Go Math and American Reading Company Instructional Frameworks

- Differentiation and Remediation Strategies

**Designed to Accomplish**

For classroom teachers, school counselors and education specialists:

- Increases the educator’s teaching skills based on research on effective practice, with attention given to interventions for struggling students.
For school and district administrators, and other educators seeking leadership roles:

Empowers leaders to create a culture of teaching and learning, with an emphasis on learning.

**Series of Workshops**

### Training Format

<table>
<thead>
<tr>
<th>Participant Roles</th>
<th>Classroom teachers</th>
<th>Grade Levels</th>
<th>Middle (grades 6-8)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Follow-up Activities</strong></td>
<td>Team development and sharing of content-area lesson implementation outcomes, with involvement of administrator and/or peers</td>
<td><strong>Evaluation Methods</strong></td>
<td>Classroom observation focusing on factors such as planning and preparation, knowledge of content, pedagogy and standards, classroom environment, instructional delivery and professionalism.</td>
</tr>
</tbody>
</table>
Assurance of Quality and Accountability

We, the undersigned, hereby certify that the school level plan for Southern MS in the Reading SD has been duly reviewed by a Quality Review Team convened by the Superintendent of Schools and formally approved by the district's Board of Education, per guidelines required by the Pennsylvania Department of Education.

We hereby affirm and assure the Secretary of Education that the school level plan:

- Addresses all the **required components** prescribed by the Pennsylvania Department of Education
- Meets **ESEA requirements for Title I schools**
- Reflects **sound educational practice**
- Has a **high probability of improving student achievement**
- Has sufficient **District leadership and support to ensure successful implementation**

With this **Assurance of Quality & Accountability**, we, therefore, request that the Secretary of Education and the Pennsylvania Department of Education grant formal approval to implement the school level plan submitted by Southern MS in the Reading SD for the 2014-2017 school-year.

No signature has been provided

Superintendent/Chief Executive Officer

No signature has been provided

Board President

No signature has been provided

IU Executive Director
Evaluation of School Improvement Plan

**Describe the success from the first year plan**

Although the Reading School District has not completed a district-wide curriculum audit yet, there have been new instructional materials and frameworks providing the both English Language Arts and Math at the middle school level. In addition, teacher committees were created to plan and enact monthly parent involvement events hosted at the school.

**Describe the continuing areas of concerns from the first year plan**

The Reading School District has yet to complete a complete curriculum audit. We also still do not have completed curriculum mapping. Due to the lack of student services supports (compounded by a complete lack of substitutes - so the only school counselor, the Reading Specialist, and other support staff had to cover classes internally on a daily basis), student discipline continued to rise dramatically. The monthly parent events were poorly attended and lacked an educational focus.

**Describe the initiatives that have been revised**

Due to a lack of support for the OLWEUS program, a general character building curriculum will be developed and utilized during the re-instituted Advisory period.