



McAvinnue Elementary School

Principal: Mr. Michael Domina

School-Site Council Members:

Educational Membership: Mr. Michael Domina; Ms. Michelle Epaul; Ms. Christina MacLeod

Parent Membership: Mrs. Jennifer Paradise; Mrs. Corrine Turcotte Asfour; Mrs. Lindsey Gresco

Community Membership: Dr. Robai Werunga - UMass Lowell Professor Of Education



School Mission

At the McAvinnue Elementary School, we will...

Inspire Learners to Discover and Develop their Talents

Engage Learners to Think Creatively and Critically

Empower Learners to Become Active, Contributing Members of the Community, Our Nation and Our World

School Vision

McAvinnue Elementary School is a place...where there are **high expectations**, where students are **academically engaged**, where instruction is guided by a **systematic approach to examining data**, where there is **a multi-tiered system of support**, and where a responsive environment that fosters **social emotional connections** between staff and students prevails.

Core Values/Commitments

Core Values

- A high quality education is a fundamental civil right of every child we serve.
- Teaching and Learning are at the core of our work. Everything we do must support what happens in the classroom.
- Parents are our partners. They are our students' first teachers in the home.
- There is no silver bullet to improving our schools. Sustainable school improvement requires hard and steady work over time.
- Every adult in the system is accountable for the success of our students. Putting every child on a path to college and career success is the responsibility of the entire community.

Commitments

- Eliminate the racial ethnic and linguistic achievement and opportunity gaps among all students.
- Provide equitable funding and resources to meet the needs of the students in the school.
- Engage all families with courtesy, dignity, respect and cultural understanding.

School Strategic Objectives and Initiatives

Leadership, Shared Responsibility, and Professional Collaboration

Collective, distributed leadership structures and practices are apparent throughout the school building in the form of an active, well-represented instructional leadership team and grade-level and vertical teams. Administrators and teachers are jointly committed to and have assumed shared ownership and collective responsibility for improving student achievement.

Intentional Practices for Improving Instruction – Engaged Learning

School leadership has identified a clear instructional focus and shared expectations for instructional best practices that address clearly identified, student-specific instructional needs. Administrative observations lead to constructive, teacher-specific feedback, supports, and professional development.

Provide an engaging, rigorous, and relevant program to meet the academic, social, and emotional needs of each student.

Student-Specific Supports and Instruction to All Students

Administrators and teachers use a variety of ongoing assessments (formative, benchmark, and summative) to frequently and continually assess instructional effectiveness and to identify students' individual academic needs (e.g., content or standard-specific academic needs) in order to provide student-specific interventions, enrichment, and supports.

School Climate and Culture

Provide human and financial resources to support high quality, engaged learning.

Student Safety
Ensure two-way, respectful communication, with families, and the LPS community.

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<ul style="list-style-type: none"> • School Site Council (SSC) • Instructional Leadership Team (ILT) • Increase opportunities for all stakeholders, including those whose first language is not English, to be involved with school functions and decision-making. • Increase teacher leadership within the school through program work and committee facilitation. 	<ul style="list-style-type: none"> • Focus on student engagement in the lesson planning and implementation process that include rigorous practices that encourage problem-solving, critical thinking, collaboration, and academic discourse. • Ongoing Grade Level Planning & Goal Development • Ongoing ELA & Math Targeted Professional Development (Guided Reading; Phonics; Eureka Math) 	<ul style="list-style-type: none"> • Implementation of Letterland Phonics Program (Kindergarten - Grade 3) • Ongoing Targeted Intervention Support Groups For Students • Ongoing Specific Intervention Programs To Support Determined Student Deficits (Academic & Social Emotional) • Ongoing ST Math Implementation • Additional ELL support to allow for flexible instruction offered to the growing number of ELL students. 	<ul style="list-style-type: none"> • Positive Behavioral Intervention & Supports (PBIS) Tier I, Tier II, and Tier III • Open Circle • DESSA Screener • Social Emotional Skills Groups • Social Emotional Student Support Services • Recreation Of A Diversity, Equity, And Inclusion (DEI) Working Group To Enhance Cultural Integration Strategies • Formation Of Attendance Team
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School Data Profile

What data will we use to track the results?

iReady Assessments, Fountas And Pinnell Reading Benchmark Assessment, Kindergarten Literacy Assessment, Interactive Read Aloud/Writing About Reading Rubrics, Math Module Tests, Report Card Grades, MCAS Data, Attendance Data, WIDA Access Testing, DESSA Screener Data (Mini & Full Ratings).

[McAvinnue's Assessment Calendar 2022-2023](#)

[McAvinnue's Open Architect Comprehensive Data Dashboard 2022-2023](#)

Reflection on Current Practices

- **What are your current efforts in targeting school improvement? How can you leverage these efforts when determining school priorities?**

McAvinnue has also implemented some of the work that has occurred during Leadership PLC this school year. We have utilized elements of the Continuous Quality Improvement (CQI) learning that has taken place this school year in our focus on closing the achievement gap between general education, Special Education, and English Language Learners (ELL) student population. This has been an ongoing focus with McAvinnue's Instructional Leadership Team (ILT), McAvinnue's Social Emotional Learning (SEL) Team, McAvinnue's Attendance Team, and McAvinnue's Leadership Team.

The path that McAvinnue continues to utilize focuses on the DESE's Acceleration Roadmap. We have been guiding our work around the four phases set-up in the Roadmap:

- Diagnostic and Planning
- Launch
- Progress Monitoring
- Reflection and Planning

Throughout each of the phases, we have kept the three priorities of the Roadmap at the forefront of our work:

- Foster a sense of belonging and partnership among students and families
- Continuously monitor students' understanding
- Ensure strong grade appropriate instruction with just-in-time scaffolds when they are needed

By focusing on the three priority areas throughout each phase, we have been able to be purposeful in utilizing the resources provided during last year's budget cycle. By prioritizing formative assessment and data analysis during our Professional Development and Common Planning Time (CPT) Meetings, we have continued to examine our interventions and small group instruction to meet the needs of the students in our classrooms. Additionally, the 4 Phases that comprise the Acceleration Roadmap is the core of our intervention work at McAvinnue. This aligns with the current district initiative focusing on universal progress monitoring through the Data Summit platform for student intervention and supports.

- **What progress is your school making towards academic goals? What is data saying the priorities should be? Where there is not desired progress, what is holding up momentum that should be addressed?**

As of the mid-year iReady Benchmark Assessment for both ELA and Math, McAvinnue students continue to make progress toward meeting Grade Level expectations with an increase of 13% students in Reading and 14% in Math falling into the "At Or Above Grade Level" category when compared to the beginning of the year. It was also noted that there was a reduction for those students that are 2 grade levels behind when comparing the Fall and Winter diagnostic window (Reading - 11% of students moved to the "yellow" category of 1 grade level behind; Math - 13% of students moved into the "yellow" category of 1 grade level behind). Currently in Reading, McAvinnue has 33% of students "At Or Above Grade Level; 40% at "1 Grade Level Behind"; 28% at "2 Or More Grade Levels Behind. Currently in Math, McAvinnue has 23% of students "At Or Above Grade Level; 50% at "1 Grade Level Behind" 27% "2 Or More Grade Levels Behind.

When looking deeper into the Reading data, it is noted that McAvinnue possesses strengths in high frequency words, phonological awareness, and phonics. Additionally, it was noted that McAvinnue possesses a weakness in informational text. When looking deeper into the Math data, it is noted that McAvinnue possesses a strength in numbers and operations, algebraic thinking, . Additionally, it was noted that McAvinnue possesses a weakness in measurement/data and geometry.

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In examining our Mid-Year iReady Assessment data, it is noted that the number of students in Tier 1 and Tier 3 at every grade level has increased (Tier 1) or decreased (Tier 3). The majority of the students in Tier 2 also decreased at most grade levels with the exception of a few grade level outliers in Reading and Math. These grade level outliers did show growth in Tier 1 student performance and a reduction in Tier 3 student performance. It seems that students are progressing through each of the tiers in a desirable manner.

When examining the Devereux Student Strength Assessment (DESSA) Winter diagnostic window for McAvinnue, our students were rated in the following categories: Strength - 34%; Typical - 45%; Need - 21%. We saw an increase in students that exhibited “strength” and “typical” when compared to the Fall diagnostic results. The Spring diagnostic window will open in April and will McAvinnue to have a full picture as to the social emotional needs of our students. We will continue to use this data to develop our Social Emotional Learning (SEL) student skills building groups.

- **Where are students making the greatest academic gains and why? The least academic gains and why?**

When examining data obtained from the HALS Dashboard, McAvinnue has relative strengths in School Culture especially Relationships, Students' Sense of Belonging Physical Safety, and Student Teacher Relationships. Leadership was another area of strength and the School Leadership subsection was an area in the survey that scored in the approval category. Teachers indicated that they demonstrate effective practices and are part of a professional community.

Areas of particular strength for our McAvinnue continue to lie in the performance of our early childhood students. These students are showing the highest level of growth for both overall Reading and Math performance. McAvinnue’s overall student enrollment continues to be down during the 2022-2023 academic school year when compared to the previous academic school years. This continues to yield smaller class sizes at McAvinnue in all grade level classrooms (Kindergarten average class size - 18; Grade 1 average class size - 19; Grade 2 average class size - 20). The smaller class sizes allow for an increase in targeted interventions that are identified for these students are helping to show solid gains. Reading and Math Intervention, Leveled Literacy Intervention, Lexia, iReady, ST Math, and F & P paired with specialized instruction in English Language Learners (ELL) and Special Education (SPED) services are providing students with the skills that they need to show success. It is noted that our Grade 3 and Grade 4 students are displaying good “annual typical growth” in Reading and Math with more traditional class sizes.

Additionally, the small classroom sizes paired with our continuation of our robust and targeted intervention program has truly supported those students that require additional attention due to identified core deficits that have impacted overall growth and progress. This is the second year of developing, training, and utilizing specific interventions to target identified deficits, our intervention tutor team continues to do an outstanding job. We are eager to push forward with this intervention model during the 2023-2024 academic school year and anticipate even greater success with our students. It is noted that all 8 of our Instructional Tutors have agreed to return for the 2023-2024 academic school year. This continuity will yield tremendous opportunities for increased gains for our students.

Another area where our students continue to make great gains is in English Language Proficiency. We continue to make measurable progress when viewing interim assessments including iReady data. However, there is still a gap in the achievement scores of our ELL students when compared to other students at McAvinnue. Current iReady diagnostic data has revealed that many of our EL students are making expected growth. However, there is still room for improvement. While it has been extremely beneficial to have the additional ELD teacher at McAvinnue, there is still a need for additional support for our ELL students. With a potential increase in our ELD teaching positions (3 to 4) McAvinnue will have an enhanced opportunity to support all 3 levels of ELL development at McAvinnue (Newcomer; Intermediate; Advance) daily through small group instruction and direct classroom support. We are hopeful to secure this additional position for the 2023-2024 academic school year.

McAvinnue continues to see limited gains and long-term growth for our Special Education students. The data, however, is difficult to delineate in some cases due to the small population size of our students with Individualized Education Plans at some grade levels and the transiency of this group from year-to-year, not allowing growth to be measured. We have attempted to “loop” our Grade 3 and 4 Special Education Teachers for the 2022-2023 academic school year. This has allowed for more continuity of support even though the iReady data is marginal academic progress. It is noted that 34 out of 96 students score 2 or more grade levels behind in Reading on iReady; 24 out of 96 score 2 or more grade levels behind in Math on iReady; 46 out of 96 did not meet expectations on F & P Benchmark Assessment.

Problem of Practice

- *McAvinnue will need to focus on student absenteeism and measures to improve student daily attendance rates as a gateway to increased access to opportunity to Tier I instruction and Tier II interventions. Measures will include the implementation of a weekly attendance team to analyze weekly attendance trends, determine support interventions, and monitor progress to determine further attendance intervention measures.*
- *McAvinnue will need to design tiered intervention groups that have an identified and targeted core deficit that is paired with a robust intervention model utilizing a specific program to address the reading and mathematical needs of our students. This intervention model will include systematic progress monitoring and adjustment of targeted student groupings as well as the identified core problem of each of the students.*

Culturally & Linguistically Sustaining Practices (CLSP) Goal

- *McAvinnue will focus on increasing participation of families in various school meetings, events, and committees that involve a level of decision-making around academic and social emotional needs of our students. It is important to strategically target those families that historically have been part of marginalized subgroups that have not been active participants in various school matters.*

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Monitoring Progress - Process Benchmarks <i>What will be done, when, and by whom</i>					
<u>Leadership, Shared Responsibility, and Professional Collaboration</u>	Person Responsible	Aug 2023	Dec 2023	June 2024	Status
School-based committees or PLC's are reformed and have balanced and diverse representation for each working group included on each (i.e. Instructional Leadership Team (ILT); Social Emotional Learning Team (SELT); SPED Administrative Team, School Climate & Culture Committee: EIA: "Everything is Awesome"; DEI Committee)	Administration Team	X			
Each school-based working group has met at least 2 times and established a regular and recurring meeting schedule. Working groups will be led and facilitated by faculty.	Administration Team Team Leads	X	X	X	
All working groups will have an active role in the development of the Quality Improvement Plan (QIP) for the 2023-2024 academic school year.	Principal			X	
Elections for the open seats on the School Site Councils for the 2023-2024 academic school year will be set as will the first meeting of the committee.	Principal	X			
School Site Site will have proposed a School Site Budget for the 2023-2024 academic school year and had it approved by the LPSD School Committee.	School Site Council (SCC)			X	
Create and set a calendar for "Family Voices" events and curate a list of topics from families about what they would like to see discussed at meetings.	DEI Committee Leadership Team	X			
Hold at least quarterly "Family Voices" events based on the topics that families have identified they would like to discuss further.	DEI Committee Leadership Team	X	X	X	
<u>Intentional Practices for Improving Instruction – Engaged Learning</u>	Person Responsible	Aug 2023	Dec 2023	June 2024	Status
Review data that was collected from the Instructional Rounds conducted during the 2022-2023 academic school year that focused on indicators 9 & 11.	Instructional Leadership Team (ILT)	X			
Develop a management system that includes a schedule for Instructional Rounds that will be conducted during the 2023-2024 academic school year.	Leadership Team Instructional Leadership Team (ILT)	X			
Conduct at least 4 cycles (quarterly) for school-based Instructional Rounds focusing on indicators 9 & 11.	Leadership Team Instructional Leadership Team (ILT)		X	X	
Grade level teams will analyze data (previous school year; current school year) and develop goals that will include interim monthly assessments.	Grade Level Teams Principal	X			
All student progress toward their agreed upon goals will be recorded and prepared to be passed on to their teacher for next year using the Open Architects Data Platform	Grade Level Team			X	
Develop a targeted "floating" professional development plan that will be conducted during weekly Common Planning Times (CPT) that will meet the needs of teachers in Guided Reading, Phonics, and various elements of Eureka Math.	Leadership Team	X	X		
<u>Student-Specific Supports and Instruction to All Students</u>	Person Responsible	Aug 2023	Dec 2023	June 2024	Status
Implement Letteland Phonics Program for Kindergarten - Grade 3 that includes comprehensive training opportunities: Initial Training; 3 Supplemental Trainings.	Literacy Specialist Principal	X	X	X	
Utilize collected data from all iReady diagnostic assessments, ST Math, F & P, Eureka Math module assessments and other interim assessments to develop targeted differentiated support groups to support students improve ELA and Math progress.	Teacher Teams Literacy Specialist Math Resource Teacher		X		

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Analyze student data to determine the impact of the targeted differentiated support groups using assessments generated from iReady, ST Math, F & P, Eureka Math module assessments and other interim assessments.	Instructional Leadership Team			X	
Develop ongoing professional development opportunities to include phonics, ST Math, iReady, and other needed topics.	Administration Team	X			
Midyear check to ensure the developed professional development is meeting teachers needs and make any necessary adjustments if needed.	Administration Team		X		
ST Math Schedule created and distributed to staff	Math Resource Teacher (MRT)	X			
Initial ST Math usage and progress data examined by grade level teams during Common Planning Time	Math Resource Teacher (MRT) Classroom Teachers		X		
Three Professional Development sessions held for teachers on the ongoing implementation of ST Math in their classrooms; Mini-Data Summit To Review Progress	Math Resource Teacher (MRT) Principal			X	
Hire an additional ESL Teacher to support the diverse and increasing needs of our English Language Learner.	Principal Lead ESL Teacher	X			
<u>School Climate and Culture</u>	Person Responsible	Aug 2023	Dec 2023	June 2024	Status
McAvinnue's Social Emotional Learning Team (SELT) will review the launch of McAvinnue's PBIS Core Value Initiative and Open Circle to all of the faculty.	Social Emotional Team	X			
As part of the Social Emotional Team, the PBIS Tier 2 Team launches the "Check-In & Check-Out" mentor intervention system using incident data to measure overall effectiveness of supports.	PBIS Tier 2 Team; Principal	X	X		
Ongoing Open Circle training for all teaching faculty including the successful implementation of the lesson delivery during the unified "Morning Meeting" time block.	Open Circle Training Team; Principal		X	X	
Ongoing implementation of the DESSA screener to measure the social emotional development under the following competencies: Self-Awareness; Self-Management; Social Awareness; Relationship Skills; Goal Directed Behavior; Personal Responsibility; Decision Making; Optimistic Thinking	Social Emotional Team; Principal	X	X	X	
Integration of additional social emotion support (Social Worker & Positive Behavior Resource Teacher) to focus on student prosocial competencies, mental health efforts, and overall post-pandemic pro-social regression.	Principal Social Worker Administration	X			
Utilize district-designed process to determine biases in the curriculum to determine if biases exist in supplemental curriculum throughout the remainder of the school year.	Grade Level Teams; Coaches			X	
Creation of an Equity Diversity & Inclusion (DEI) Committee that will carry out the CLSP Goal (Refer to goal for additional information and focus areas).	DEI Committee Principal	X			
Formation of Attendance Team to analyze weekly attendance trends, determine support interventions, and monitor progress to determine further attendance intervention measures.	Leadership Team	X			

Measuring Impact

Changes in practice, attitude, or behavior when the initiative is having its desired impact. Desired Targets.

<u>Leadership, Shared Responsibility, and Professional Collaboration</u>	Person Responsible	Date	Status
School-based vertical committees or PLC's will have been relaunched and meetings scheduled/held based upon the schedule established by each working group.	Administration Team	September 2023	

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Quality Improvement Plan for the 2023-2024 academic school year will be presented to and adopted by the School Site Council and approved by the Chief Schools Officer	Instructional Leadership Team (ILT)	April 2023	
School Site Council will meet at least monthly	Principal; Co-Chair	June 2024	
School Based Budget will be approved by the School Committee	School Site Council (SCC)	June 2024	
As a result of targeted outreach to families, there will be an increase in participation on the School Site Council (SSC) and Parent Teacher Group (PTG) among all stakeholders, including those who do not speak English as their first language.	School Site Council (SSC); PTG; Teachers; Administration	June 2024	
Families will increase their participation in school related conversations and decisions; Parents/Guardians will report improved collaboration with school faculty on the Parent Needs Assessment completed in March 2024.	Teachers Administration	June 2024	
<u>Intentional Practices for Improving Instruction – Engaged Learning</u>	Person Responsible	Date	Status
Conduct at least 4 cycles (quarterly) for school-based Instructional Rounds focusing on indicators 9 & 11. This will include a management system that includes a schedule for Instructional Rounds that will be conducted during the 2023-2024 academic school year.	Leadership Team Instructional Leadership Team (ILT)	Ongoing	
Implement focused professional development opportunities on identifying, planning, and implementing student engagement strategies into all content areas.	Leadership Team Instructional Leadership Team (ILT)	Ongoing	
Provide “floating” professional development that will be conducted during weekly Common Planning Times (CPT) that will meet the needs of teachers in Guided Reading, Phonics, and various elements of Eureka Math.	Leadership Team	Ongoing	
Establish baseline data to identify expected growth indicators utilizing the Open Architect Data Platform to develop goals including interim assessment measures.	Grade Level Teachers	November 2023	
<u>Student-Specific Supports and Instruction to All Students</u>	Person Responsible	Date	Status
As a result of the implementation of the LetterLand Phonics Program (Kindergarten - Grade 3), 90% of students will experience at least 1 year's growth as measured by the phonemic awareness and phonics standards in the iReady Benchmark Assessment.	Grade Level Teachers; Literacy Specialist; MRT; Principal	June 2024	
Develop a systematic progress monitoring cycle to review students that are receiving Tier II support. This progress monitoring cycle will support the expectation of the district and the needs of the students at McAvinnue.	Leadership Team Instructional Tutors	June 2024	
As a result of the implementation of ST Math in PreK - 4th Grade, 90% of students in those grades will experience at least 1 year growth as measured by the iReady Benchmark Assessments.	Grade Level Teachers; MRT	June 2024	
As a result of increasing our ESL teaching support (4 teachers), McAvinnue will have enhanced flexibility to work with ELL students at all of the grade levels at all levels of English Language Proficiency. A comprehensive schedule will be developed to work with identified students.	Principal Lead ESL Teacher	June 2024	
<u>School Climate and Culture</u>	Person Responsible	Date	Status
Students identified as part of the PBIS Tier 2 intervention cohort will have an incident reduction of 50% when compared to baseline data (prior to the “Check-In & Check-Out” mentor support plan)	PBIS Tier 2 Team; Principal	June 2024	
Students will be able to engage in the various strategies including specific language associated with the Open Circle social emotional program. This data will be obtained through classroom observations and specific data collected during the daily “Morning Meeting” during the implementation of specific Open Circle lessons.	Grade Level Teachers; Social Emotional Team	June 2024	

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Students will have an overall reduction of behavioral incidents when compared to the previous school year for behaviors classified as “Majors” using the definition obtained Positive Behavioral Interventions & Supports (PBIS). Data will be compared on a monthly basis from the previous school year in relation to the current school year.	PBIS Tier I Team; Principal; Grade Level Teachers	June 2024	
Students will show growth as measured by a reduction of those students identified as “Need” using the DESSA screener from the Fall assessment window to Spring assessment window. The students identified as “Need” in the Fall will show measurable growth and social emotional development under the following competencies: Self-Awareness; Self-Management; Social Awareness; Relationship Skills; Goal Directed Behavior; Personal Responsibility; Decision Making; Optimistic Thinking.	Social Worker; Social Emotional Team; Grade Level Teachers	June 2024	
Review the overall effectiveness of the additional social emotional support and make any adjustments with student intervention groups, areas of focus related to the DESSA competencies, and any newly identified students that may require Tier II and III interventions.	Principal; Social Worker; Administration	December 2023	
Develop small group social emotional skills groups using data obtained from the DESSA screener, teacher feedback, and historical needs assessments. These groups will meet regularly and will be assessed to measure effectiveness and skill acquisition.	Social Worker; Teachers; Administration	November 2023	
Identify students that require additional social emotional and behavioral support within the general education classroom. A comprehensive and consistent schedule will be created that maximizes increased support opportunities that will allow students to make effective and meaningful progress in all areas. Student progress will be assessed to determine if adjustment to practice and support are needed.	Positive Behavior Resource Teacher; Social Worker; Administration	November 2023	
Creation of an Equity Diversity & Inclusion (DEI) Committee that will carry out the CLSP Goal (Refer to goal for additional information and focus areas). This committee will also utilize a district-designed process to determine biases in the curriculum to determine if biases exist in supplemental curriculum throughout the remainder of the school year.	Administration; Teachers	June 2024	
Formation of McAvnnue’s Attendance Team to analyze weekly attendance trends, determine support interventions, and monitor progress to determine further attendance intervention measures. Attendance will be monitored using the Open Actitects Data Analysis Platform	Administration Social Worker Team	June 2024	