



## **Mastery – Douglass Plan for Use of Funds**

### **1. ARP ESSER 90% plan**

#### **COVID Response: Focus on health and safety and a successful return to in-person learning**

Mastery as a network has based its COVID-19 policies on guidance from the Centers for Disease Control, the Pennsylvania Department of Education, and the Children’s Hospital of Philadelphia. If any gray areas existed among the various guidance, we have hewn to the more rigorous in the interest of safety. When students began to return to the building for hybrid instruction, and continuing through now to in-person mode, we have provided COVID testing for staff and students, have operated vaccination clinics in Mastery buildings, and in general have acted as a thought leader in the region and among national charter/district peers for how to handle the pandemic in an educational setting.

We instituted a COVID testing protocol for staff and have optional testing available for students as well. Staff are required to be vaccinated and for those staff who do not declare their vaccination status or are unvaccinated, they are required to test twice weekly for COVID. As a network, the Mastery organization has advanced vaccination efforts in the region and coordinated opportunities for our staff, students, and community members to receive COVID vaccinations.

We provide PPE for any member of the school community and visitors who need it, and require mask wearing and temperature screening according to CDC guidelines, handwashing/sanitizing, and social distancing. Our facilities cleaning and sanitizing protocols have been updated and our ventilation systems meet a high standard. We work closely with the Philadelphia Department of Health to ensure proper quarantine placements and to support contact tracing.

The funds in this application will support the continuity of education in a safe environment that prevents COVID spread, specifically through cleaning and nursing services; facilities and operations duties completed by Assistant Principals of Operations, Building Engineers, and Administrative Assistants; and technology functionality and support.

**Accelerated Instruction: Addressing the impact of lost instructional time on all students, particularly those from low-income families, students of color, English learners, children with disabilities, students experiencing homelessness, children in foster care, and migratory students**

Mastery implements a robust data system to collect and analyze a suite of data sets across the network of schools, including but not limited to areas such as academic achievement; academic growth attendance; disciplinary infractions; equity measures; and educator quality. Committed to data-driven instruction, educators in our schools review student data on a daily, weekly, and quarterly basis and adjust instruction to respond to needs revealed in the data. Our data warehouse and its linked data systems (e.g., student information system, teacher evaluation system, IEP goals, etc.) are capable of generating a multitude of reports to allow for reflection at the student, classroom, and school levels. We are able to pinpoint trends in the data among the student body as a whole as well as among subgroups so that we can ensure that all students are being supported appropriately. Staff and leaders with specialized functions such as Social Workers, Case Managers, Deans, and others have additional data dashboards that inform their work with students.

Stakeholders have been deeply involved in the development of reopening plans and in the determination of how to address learning loss and accelerate learning. Surveys, focus groups, town halls, newsletters, communications apps, phone calls, and home visits have been utilized to gather feedback from students, families, and staff along the course of the pandemic. School leaders from across Mastery schools joined together in working groups to support the planning process using context and experience from each school and the surrounding communities. Board meetings have also welcomed input from stakeholders and the public at large. Mastery has also participated in several formal and informal communities of practice with peer organizations or leadership groups to collect and understand best practices for handling the pandemic's disruption to schooling.

## **2. ARP ESSER 7% After School Set-Aside plan**

The ARP funds will help Mastery address learning loss and promote learning acceleration through staffing, curricular materials, and extended learning opportunities. Staff across a variety of roles are critical for instructional purposes and also for the supportive services our schools provide to students that make instruction possible.

Mastery offers robust after school opportunities to students in the form of enrichment, clubs, and targeted academic tutoring. ESSER funds will be used to staff these activities, contract with outside providers, and provide the supplies necessary to make each activity a success for all students involved. Through these opportunities, students will gain the academic and personal skills necessary to be successful in the classroom during regular instructional times.

## **3. ARP ESSER 7% Learning Loss Set-Aside plan**

The ARP funds will help Mastery address learning loss and promote learning acceleration through staffing, curricular materials, and extended learning opportunities. Staff across a variety

of roles are critical for instructional purposes and also for the supportive services our schools provide to students that make instruction possible.

Teaching Assistants and substitute teachers funded through the ARP will allow for small group and 1:1 instruction to help students bridge individual learning gaps. Special Education Classroom Assistants will serve similar roles for targeted support of students with IEPs. School culture staff such as Assistant Principals of Instruction and Deans will contribute to the sense of belonging and community to help students successfully transition back to a normal educational environment, while also focusing on social-emotional skills and discipline expectations.

Educational materials such as online platforms, software, and books are critical to implementing our high-quality curricula effectively and with fidelity. The student and teacher resources purchased help schools maximize the power of evidence-based curricula such as Springboard ELA and Eureka Math.

#### **4. ARP ESSER 7% Summer School Set-Aside plan**

The ARP funds will help Mastery address learning loss and promote learning acceleration through staffing, curricular materials, and extended learning opportunities. Staff across a variety of roles are critical for instructional purposes and also for the supportive services our schools provide to students that make instruction possible.

Mastery offers robust summer school opportunities to students in the form of both academic and enrichment opportunities. ESSER funds will be used to contract with high quality providers to provide the very best summer experience possible for all students. Through a rigorous RFP process, Mastery was able to partner with many local organizations to provide a wide variety of both academic and enrichment opportunities, which will set each student up for success in the coming year.