



WEEKLY UPDATE TO THE BOARD OF EDUCATION

December 1, 2022

A MESSAGE FROM SUPERINTENDENT CARLTON D. JENKINS

Dear Board Members,

This week marks the fifth week of our second quarter and the first week back after our fall break. This week has found our students, staff, and families settling back into the rhythm and routine of the school year as we prepare for the last remaining weeks of the calendar year. During this time, it is useful to re-focus our attention on the awesome opportunity to engage with our students, staff, and families in their academic and co-curricular endeavors.

As we continue with our instructional tours and environmental scans, it has been unmistakable to witness the positive energy coming from our learning spaces. This energy is enabling us to move beyond day to day stressors in our efforts to ensure all of our learning spaces are places where our students, staff, and families can thrive. Hence, we are witnessing learning and growth despite the distractions of our local, national, and international challenges, including: ongoing health and racial injustice pandemics; widespread inflation; political polarization; staffing shortages; and supply chain disruptions. Therefore, we are making every effort to support this growth through our uplifting words, collaborative planning, and other co-creative efforts.

As we inch closer to a brand new year, we are excited about continuing our work of educating to liberate. What a privilege it is to serve the students, staff, and families of our diverse and dynamic community! As we continue our journey towards excellence, equity, intentionality, and humanity, we look forward to sharing more updates on our district's progress with you. Thank you for your ongoing support and partnership!

Sincerely,

Carlton

Carlton D. Jenkins, Ph.D.

BOARD OF EDUCATION QUESTIONS

- **Compensation Study**
Please see the attached letter for an update on the purpose of conducting a compensation study. This is what will be shared to inquiries about this process.
- **Pearson World Language Overview**
Please see the attached document for an overview of the Fall semester World language courses with Pearson.

A QUESTION TO PONDER

- **What can information from the science of reading tell us as we work to ensure our students are gaining in the mastery of reading?**
Please find the following podcast episode for review as we engage in this discussion:
 - [Sold a Story- 1: The Problem](#)

OTHER INFORMATION

- **Weekly Metrics and Ops Recordings and Agendas:**
11.29.2022 Bi-Weekly Metrics Meeting this week—[Agenda](#) & [Recording](#)
- **Human Resource Update**
Please see the attached Human Resources update dated December 2, 2022, for a snapshot of all the work that is being done for this week as well as movement on a number of programs and processes.
- **Construction Update**
Attached you can find construction updates for Memorial and West High School High School. You can expect regular communications here about our progress with the referendum construction projects.
- **Earned Honors Implementation Proposal**
Please see the attached proposal. This document is being reshared from the November 17, 2022, Weekly Update.
- **Weekly News Report**
Please see the attached Weekly MMSD News Report from November 18, 2022
- **Great Things Happening Around MMSD**
 - Students from Badger Rock Middle School learned [basket weaving](#) techniques from Kimberly Crowley, a Thunder Clan member of the Ho-Chunk Nation.
 - [East High Hmong Scholars'](#) New Year performance honors customs, traditions.

- West Senior Finn Kennedy named to the 2022 State Journal [Boys Soccer All-Area team](#).
- Budding [entrepreneurs](#) are 'wired differently'.
- Superintendent Jenkins shared the MMSD story with members of the [Business Community](#) this week.
- MMSD 7th graders learn about [career opportunities](#) at FutureQuest.
- Committee narrows new Jefferson Middle name options to four ([CapTimes](#)).
- [Frank Allis](#) Elementary School enjoyed an amazing fall community dinner.
- Madison schools seek donations of hygiene items, winter gear for [homeless students](#).
- Memorial's [girls basketball](#) team's Coach Flowers celebrates 100th win.

OUR UPCOMING BOARD CALENDAR

- | | |
|------------------------------|--|
| ➤ Mon., Dec. 5, 5 p.m. | Instruction Work Group
Virtual and in person for Board Members Only |
| ➤ Tues., Dec. 6, 5:30 p.m. | Jefferson Renaming Citizen's Ad Hoc
Virtual |
| ➤ Thurs., Dec. 8, 5:15 p.m. | Safety and Student Wellness Ad Hoc
Virtual |
| ➤ Week of December 12 | Board Briefings
Virtual |
| ➤ Mon., Dec 12, 8:15 a.m. | Board Officers
Virtual |
| ➤ Wed., Dec. 14, 5:30 p.m. | City Education Committee
Virtual |
| ➤ Wed., Dec. 14, 6 p.m. | Student Senate
In Person |
| ➤ Thurs., Dec. 15, 5:15 p.m. | Safety and Student Wellness Ad Hoc
Virtual |
| ➤ Mon., Dec. 19, 6 p.m. | Regular Board of Education Meeting
In person and virtual—Open to the public |

ITEMS ATTACHED FOR INFORMATION

1. Student Services Pay Inequity Response

2. Pearson World Language Overview
3. Human Resources Report—December 2, 2022
4. Construction Update—Memorial High School
5. Construction Update—West High School
6. Earned Honors Implementation Proposal
7. Weekly News Report—November 18, 2022

Dear,

Thank you for your questions and advocacy. We appreciate your willingness to maintain a productive dialogue with us as we build our budget for the 2023-2024 fiscal year.

The purpose of conducting a compensation study is to get more accurate information about comparable salaries for district positions. During the 2021-2023 biennium, the Wisconsin State Legislature gave districts a zero percent per pupil funding increase, while MMSD provided average total package increases to employees of more than 3-5 percent per year. This budgetary imbalance between stagnant state revenues and rising compensation costs is important, because salaries and benefits represent more than 80 percent of our budget. Also, the impact of declining enrollment and state budgetary exemptions has served to mitigate the overall growth of revenues in MMSD'S budget. Hence, having more accurate information comparable salaries will be critical to making difficult decisions with scarce resources, as our district often must make the choice between "doing what is right" and "doing what is right".

We look forward to having further discussions on this important matter. In fact, we are arranging a listening session between district administrators, student services representatives, and MTI.

Sincerely,

Richard McGregor, Ph.D.
Senior Executive of Staff
Madison Metropolitan School District

Pearson Course Overviews

World Language

Below please find an overview of the Fall semester World Language courses students are/were enrolled in from Pearson. It is important to note that all students from the AP course have been removed since the school was able to onboard a teacher to teach the course.

For the spring semester, we will continue to partner with Pearson and schools in instances where a certified teacher is needed to ensure students can receive credit and stay on track for graduation. Schools will be asked to reflect and adjust to ensure their school needs are being met.

German Course Overview

- **German II A**-German II A is an intermediate-level course which will introduce the student to a variety of areas of language learning. In this course, the student will continue to learn listening, speaking, reading, and writing skills through a variety of activities. Throughout the five units, or themes, of material (daily routine, animals, pastimes, the body, and descriptions), the student will learn to express himself using an ever-increasing vocabulary, past-tense verbs, demonstrative articles, and adjectives. Grammar is introduced and practiced in innovative and interesting ways with a variety of learning styles in mind. Culture is presented throughout the course to help the learner focus on the German-speaking world, people, geographical locations, and histories.
- **German IIIA**- German III A is a continuation of the first two years of German instruction. In this course, the student will continue to learn and practice successful communication through speaking, writing, reading, and listening. Throughout the five units, or themes, of material (Die Gefühle, Der Verkehr, Bei der Arbeit, Land und Leute, and Die Zukunft), the student will learn to express himself using an ever-increasing vocabulary, present-tense verbs, articles, and adjectives. Grammar is introduced and practiced in innovative and interesting ways with a variety of learning styles in mind. Culture is presented throughout the course to help the learner focus on the German-speaking world, people, geographical locations, and histories.

Spanish 2 Overview

- **Spanish 2:** As they engage in more advanced conversations, write paragraphs and stories, and translate to and from Spanish, students improve their vocabulary and grammar. Intense listening comprehension exercises to aid in understanding more complex thoughts and subjects.

AP Spanish Language and Culture-(All Students have been removed, the school was able to onboard the teacher)

- **AP Spanish Language and Culture:** AP Spanish Language and Culture students practice perfecting their Spanish speaking, listening, reading, and writing skills. They study vocabulary, grammar, and cultural aspects of the language, and then apply what they learn in extensive written and spoken exercises. The course addresses the broad themes of Global Challenges, Science and Technology, Contemporary Life, Personal and Public Identities, Families and Communities, and Beauty and Aesthetics. By the end of the course, students will have an

expansive vocabulary, a solid, working knowledge of all verb forms and tenses, a strong command of other language structures, and an ability to use language in many different contexts and for varied purposes. The equivalent of a college-level language course, AP Spanish Language prepares students for the AP exam and for further study of Spanish language, culture, or literature.

Invest in People

Culturally Responsive Teaching. Continue to increase diversity, with a focus on Black Excellence and recruiting male teachers of color

Building Collective Efficacy. Implement a fully developed on-boarding process that includes standard start dates throughout the district and a new employee orientation that includes all Central Office departments

Talent Development. Forge strong relationships with local and national organizations and universities, including historically black colleges and universities, that can support our teacher – staff pipelines for top talent

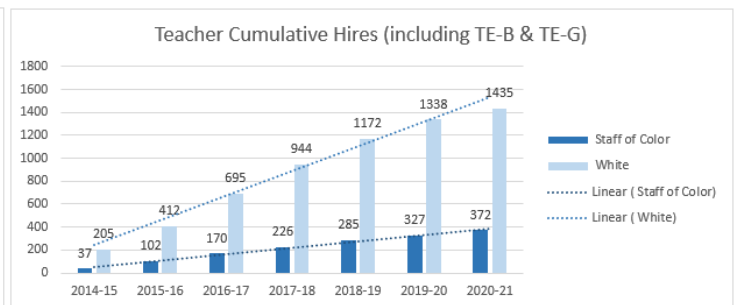
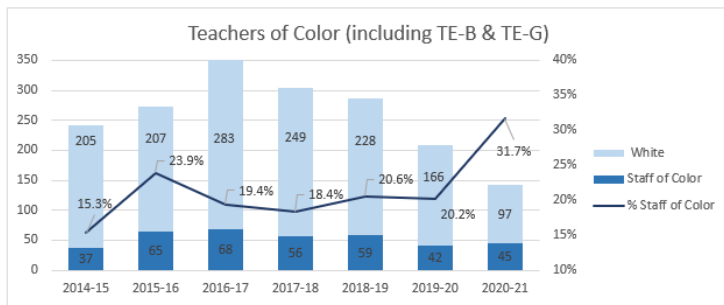
Strategic school support, improved outcomes for our students.

As a school district, we are on a mission to close the gaps in opportunity that lead to disparities in achievement and to ensure every child is academically challenged in a safe and supportive environment. Together with our teachers, families, staff, and community, we want to be the model of a successful public school district. We will **invest in people** – We will commit to investing in and fully supporting our staff, with a focus on anti-racist, culturally responsive, and inclusive teaching and **powerfully aligned hiring**, placement, induction, professional growth, coaching, and evaluation practices. Below you will find an update on the teacher hiring progress, in alignment with the district.

2022 Recruitment and Hiring Goals - Current Statistics – December 2, 2022

	Goals	Stats	
25% Increase in teacher applicants of color	175	538	307%
25% Increase of new teachers hires of color	70	58	83%
8% Increase in new male/non-binary teachers of color	23	40	174%
30% Increase in new male/non-binary teachers	72	110	153%
100% Total of positions posted since April (Mega Post)	100%	779	75%
Number of Teacher positions filled		679	87%
Number of Teacher positions open		100	13%
# of External Bilingual Teachers positions filled		31	5%
# of External Cross Categorical Teacher External filled		28	4%
# of Total teacher positions filled by external candidates		362	53%
# of Total teacher positions filled by internal candidates		317	47%
Total Number of teacher positions		779	
Number of non-teacher positions open		114	
Number of non-teacher positions filled		333	
Total of non-teacher positions posted since Mega-Post		446	

Year over Year Comparison	2020-21	2021-22	2022-23
New hires (Teacher Unit)	263	445	360
New hires of color (Teacher Unit)	56	58	58



To Meet These Goals, Human Resources is Committed to:

- Intentionally recruit for highly qualified candidates nationally, including creating strong relationships with HBCU's.
- Focus on high-priority candidates, those who are licensed for the position and score highest in the interview process – ensuring these candidates are screened and sent to Principals first. Following up with high-priority candidates on principal interview feedback to ensure their success.
- Sending periodic emails to all candidates throughout the hiring process on where they are within the process.
- In collaboration with communications, share good and exciting news and updates happening within the district.

2022 Vacancies – December 2, 2022

Elementary School	Open
Allis	4
Chavez	0
Crestwood	1
Elvehjem	1
Emerson	1
Anana	1
Franklin	0
Gompers	2
Hawthorne	0
Henderson	1
Huegel	1
Kennedy	3
Lake View	3
Lapham	1
Leopold	1
Lincoln	1
Lindbergh	2
Lowell	0
Marquette	2
Mendota	3
Midvale	2
Muir	0
Nuestro Mundo	1
Olson	0
Orchard Ridge	1
Randall	1
Sandburg	4
Schenk	1
Shorewood	0
Stephens	2
Thoreau	1
Van Hise	0
TOTAL	41

Units (As of 12-02/2022)	Filled	Vacancies	Posted (As of 4-2022)	Percentage
Teacher	679	100	779	87.16%
EA	202	52	254	79.53%
Custodian	59	23	82	71.95%
Food Service	26	26	52	50.00%
SEE	26	7	33	78.79%
Trades	2	2	4	50.00%
Professional	18	4	22	81.82%
Total	1012	214	1226	82.54%

Middle School	Open
Cherokee	4
Black Hawk	1
O'Keeffe	2
Toki	2
Whitehorse	2
Sherman	1
Spring Harbor	1
Hamilton	3
Wright	4
Sennett	3
Jefferson	1
Badger Rock	4
Total	28

High School	Open
East	9
La Follette	6
Memorial	5
Shabazz	6
West	4
Metro	1
Capital/Alt	5
Total	31

Teacher Vacancies Breakdown	
Teachers Levels	#of Positions
4K-K	2
Grade 1-5	11
CC Teacher	13
CTE	0
LMTS	2
Bilingual	12
Fine Arts	7
Grade 6-8	12
HS Core Content	11
Physical Educator	4
ESL	2
Student & Staff Supports	19
World Language	5
Grand Total	100



Future Ready Construction Update

PROVIDED BY FINDORFF

////////// Madison Metropolitan School District ////////// 11.25.2022



This week's update: Memorial High School

We are committed to keeping you informed as we complete construction for the MMSD 2020 facilities referendum.

Interior renovations are moving along

Since the beginning of the fall semester, construction crews have been working on renovations in the math and science classrooms on the second floor of Memorial High School. As year-end nears, work is on track for these spaces to be complete by the semester break. Near the fieldhouse, new walls have been built and painting and flooring have started. This space will be completed in mid-February.

On the music addition, exterior brickwork is well underway with metal panels and windows to soon follow. This work will complete the exterior façade of this addition. Inside the music space, walls are being painted, and ceilings and fixtures will soon be installed. In the technical education addition, workers are finishing structural beam and joist work, and will soon start on the roofing and exterior façade.

Upcoming construction activity

- Installing ceilings and flooring in the math and science classrooms
- Completing the mechanical, plumbing, and electrical work in the locker rooms south of the fieldhouse
- Painting and installing ceilings in the music addition
- Putting up the exterior brick and metal panels on the music addition
- Starting roofing and exterior façade work on the technical education addition, along with mechanical, plumbing, and electrical work on the interior



In the music addition, the drywall is complete, and painting will start in the coming weeks



In the renovated second-floor math and science areas, workers are starting to paint and install the finishes

DID YOU KNOW?

Once construction is complete, Memorial High School will have a total of 55 new windows throughout the additions and renovated spaces. The new windows are energy efficient and will bring much-needed natural light to many spaces that did not previously have it. The technical education and music additions alone will have about one square foot of glass for every 10 square feet of classroom space.

For additional information or questions,
scan the **QR CODE** to be directed to the MMSD construction page.



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BUILDING & BEYOND



Future Ready Construction Update

PROVIDED BY FINDORFF

////////// Madison Metropolitan School District ////////// PAGE 2



In the automotive lab, excavation work has started to replace the existing trench drain



On the music addition, the exterior brick is complete on the south side and windows will be installed soon



On the technical education addition, the steel beams are being set (on the left) and exterior sheathing is being installed

For additional information or questions,
scan the **QR CODE** to be directed to the MMSD construction page.



Findorff
BUILDING & BEYOND



Future Ready Construction Update

PROVIDED BY FINDORFF

////////// Madison Metropolitan School District ////////// 12.02.2022



This week's update: West High School

We are committed to keeping you informed as we complete construction for the MMSD 2020 facilities referendum.

Construction progress on the building additions

Although the weather is getting colder, that hasn't stopped construction at West High School from continuing to make great progress. There are currently three large cranes onsite, all being used for different parts of the construction project.

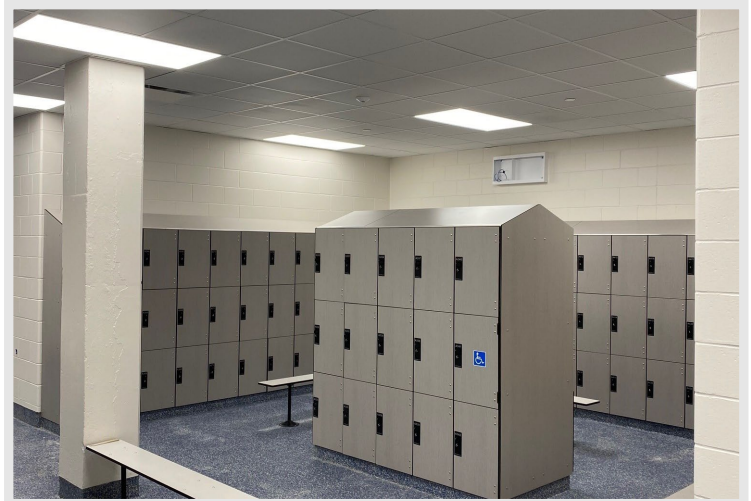
- A 90-ton crane is setting the steel in place for the new pool area.
- A 200-ton crane is moving masonry materials to the new gym space.
- A 250-ton crane is setting the steel in the courtyard by transporting steel bundles over the building.

Wrapping up the interior phase of work

This week marked the completion of the first-floor locker rooms and the third-floor science classroom renovations. As construction crews are wrapping up other outstanding items on the interior, school staff will begin to move into the newly completed spaces. Next, workers will start building new temporary walls to separate spaces for the next phase of construction, which includes renovations to additional classrooms and office spaces in the south portion of the third floor.



The steel structure for the interior courtyard addition is complete, which will eventually be a new corridor from the auditorium to Stevens gym



Locker rooms are complete on the first floor below Stevens gym

DID YOU KNOW?

The size (also called tonnage) of a crane needed to complete a task is based on specific calculations that define its tonnage rating. A crane's tonnage rating is determined by how much weight it can pick up and how high materials will be lifted. At West High School, the three cranes onsite have varying tonnage ratings that support different jobs on the construction site.

For additional information or questions,
scan the **QR CODE** to be directed to the MMSD construction page.



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Future Ready Construction Update

PROVIDED BY FINDORFF

////////// Madison Metropolitan School District ////////// PAGE 2



Masons have started installing concrete masonry unit (CMU) block walls on the new gym space



The four new ADA-accessible restrooms and shower rooms in the new locker room spaces are complete



Operators use a 250-ton crane to set the steel in place for the new courtyard addition

For additional information or questions,
scan the **QR CODE** to be directed to the MMSD construction page.



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BUILDING & BEYOND

MMSD Universal Earned Honors Implementation Proposal

Fall 2022

Universal Earned Honors supports the commitments made by teachers, principals, and Central Office staff to accelerate learning for all students as we work towards becoming an anti-racist institution by **dismantling a tiered system of courses that lead to variation in students' access to levels of rigor of learning and inconsistency in students' preparation for success in advanced coursework**. MMSD began this work in 2016-2017 working with a group of 9th grade core teachers, department chairs, and principals to design our Earned Honors Framework. The implementation of Earned Honors began in Fall 2017 with 9th grade courses at each school and has expanded to 10th grade courses and teams in years since. The following proposal outlines steps needed to build on the current implementation to provide **access to rigorous and challenging learning for all high school students** through the implementation of earned honors along with the timeline for actions needed to support the work. The proposal has been collaboratively developed through an Earned Honors Leadership Team that represents high school staff from schools across the district.

Earned Honors is an Equity Strategy that:

- Ensures all students have access to rigorous mixed ability classroom environments.
- Ensures all students have the opportunity to earn honors credit and lead to equitable enrollment and success in future advanced coursework.
- Increases the number of students historically excluded, including students with an IEP, earning honors credit.
- Improves postsecondary readiness for all students, particularly students of color, students with disabilities, and English learners.

Theory of Change: If we **increase access to rigorous standards-aligned instruction for all students** while building agency in all students, then we will increase the number of **students succeeding in advanced coursework**, which will lead to more students, specifically our students of color, **graduating college, career, and community ready**.

Recommendation 1: Implement Earned Honors in all 9th and 10th grade courses in English, Math, Science, and Social Studies in 2023-2024.

Current Earned Honors Implementation: 9th Grade Courses

Course	East High School	LaFollette High School	Memorial High School	West High School
Algebra 1	X	Not Started	X	X
English 1	X	X	X	X
US History	X	Partial (Pathways only)	X	X
Biology / IntScience	X	Partial (Pathways only)	X	X

Current Earned Honors Implementation: 10th Grade Courses

Course	East High School	LaFollette High School	Memorial High School	West High School
Geometry	Not Started	Not Started	X	X
Algebra 2	Not Started	Not Started	Not Started	X
English 2	X	X	Partial (Pathways only)	X
World History	X	Partial (Pathways only)	Partial (Pathways only)	X
Chemistry	X	X	Partial (Pathways only)	X

Rationale: Currently, Earned Honors has been implemented in multiple schools for every 9th and 10th grade course. In some schools, the full course team is collaborating to plan and implement Earned Honors, while in other schools the implementation is only available in some course sections. Scaling the implementation to include full course teams across all schools increases the opportunity for greater collaboration for teachers within and across schools. District professional learning can further support the implementation when full course teams are working together to align rigorous learning and assessments.

Implications for Leadership: As we scale the implementation of Earned Honors to include all 9th and 10th grade course teams, we need to revisit the work that has already been done to ensure that new teachers develop background for what has already been done and have opportunities to have ownership of the work moving forward. To address this, we will plan time for district level collaboration for course teams starting in Spring 2023. Plans for this time are being co-designed with input from the district Earned Honors Leadership Team.

Recommendation 2: Establish timeline for Universal Earned Honors beginning with 9th grade followed by 10th grade level courses.

2023-2024	2024-2025
Universal Earned Honors in all 9th grade courses across content areas: <ul style="list-style-type: none">● Algebra● English 1● US History● Biology / Integrated Science	Universal Earned Honors in all 10th grade courses across content areas <ul style="list-style-type: none">● Geometry & Algebra 2● English 2● World History● Chemistry

Rationale: All 9th grade teams will work together with a common approach through universal earned honors, ensuring that:

- Collaboration across teams can focus on improving student engagement and support for rigorous standards aligned learning across classrooms.
- Consistent communication for students and families across 9th grade courses.
- Students grow with the continued implementation.
- Opportunity for cross-content collaboration in grade level success teams
- Experience of 9th grade course teams can support work for 10th grade teams.

Implementation Step for Recommendation 2: Review core curriculum and course sequences to ensure alignment of 9th and 10th grade courses to ensure a clear progression of learning that supports students in preparing for advanced coursework to align with the theory of change for Earned honors.

Rationale: School leaders and teachers have identified a need to review course offerings to ensure alignment of the implementation of Earned Honors with our advanced course options. Currently, the advanced courses offered for students vary by school. As we continue the implementation of Earned Honors, district course teams will work collaboratively to align curriculum in 9th and 10th grade courses with advanced course options in their content area to ensure students are prepared for advanced course options. This work supports our Theory of Change for the implementation of Earned Honors and our commitment to accelerate learning for all students.

Implications for Leadership: This work has begun with an audit of current advanced placement (AP) and dual transcribed credit courses by school to identify gaps and needs. The next steps are working with leadership teams by content area to identify the courses in the learning progression for students. By June 2023, we will have created a plan for each content area for advanced courses that will be offered across schools and a timeline for the implementation. For next year, we are expanding courses in math and social studies with the addition of three courses: AP African American Studies, AP Precalculus, and Math Reasoning for Dual Credit.

Recommendation 3: Provide professional learning for staff that is differentiated for staff needs with a variety of opportunities for learning, including learning from MMSD staff that have been implementing Earned Honors with success.

Professional Learning Overview

Audience	Timeline	Focus
EH Leadership Team + Team Facilitators for 9th grade courses	Spring/Summer 2023	Building capacity for instructional leadership in areas of <ul style="list-style-type: none"> • Culturally Responsive Teaching, • Standards Aligned Instruction and Assessment, and • Differentiation
All Course Teams implementing EH	Welcome Back 2023	<ul style="list-style-type: none"> • Regrounding in the WHY of EH and criteria for implementation • Team time for collaborative planning and alignment of practices • Ongoing collaboration time throughout 2022-2023 for continued alignment and adjustment
All HS Instructional Staff	SY2023-2024 (District PD Days)	<ul style="list-style-type: none"> • Standards Based Instruction and Assessment • Instructional Strategies that scaffold rigorous learning for all students, including continuation of AVID literacy strategies
Select HS Instructional Staff *School leaders select PL sessions/modules to fit needs of teacher teams (can be school wide or by team level)	Summer 2023 SY 2023-2024 and beyond	Content-specific PD sessions/modules: <ul style="list-style-type: none"> • Differentiated PD for deeper learning of content standards and instructional planning (needs based) • Standard aligned assessment practices with rubrics • Designing performances assessments

*PD consultant(s) will be identified for staff professional learning through RFQ process in Spring 2023; the district Earned Honors Leadership Collaborative Work Group will review proposals and provide recommendation on final plan

Recommendation 5: Establish an Earned Honors Leadership Structure to support and monitor the implementation.

Earned Honors Leadership Team: This group of staff from across high schools that works together to support continued implementation of earned honors in 9th and 10th grade core courses across all schools. This team meets monthly with the Secondary Teaching and Learning team to analyze our current implementation data, identify professional development and resources needed to support implementation

of earned honors in alignment with our district equity vision, and plan for communication with students, staff, and families for removing stand alone honors courses.

Earned Honors Collaborative Work Group: This group will include school staff (including teachers, support staff, and principals), along with students, for the purpose of developing communication resources, advising on the ongoing PD plan, and providing feedback to course teams on rubric and performance assessment design. This group will begin in December 2022 and continue through the school year.

Action Plan for Implementation

Timeline	Action Step
November 2022	Updates to course catalog and course selection cards confirmed for 9th and 10th grade courses offering earned honors
December 2022	Earned Honors Collaborative Work Group creates communication resources for students and families
January 2023	Information shared with families during high school presentations for 8th grade families
January 2023	RFQ from consultant(s) to support PD plan for staff
February/March 2023	Earned Honors Collaborative Work Group finalizes PD plan
April 2023	PD plan communicated to school staff
April/May 2023	Earned Honors Collaborative Work Group finalizes metrics for monitoring implementation of universal earned honors for 2023-2024
June 2023	District course teams complete collaborative work needed for curriculum development and planning assessments for implementation of Earned Honors
June-August 2023	Professional learning for Earned Honors Leadership Team and Team Facilitators for 9th grade courses
August 2023	Professional learning for all high school staff, scheduled during Welcome Back
SY 2023-2024	<p>Ongoing professional learning and support for implementation of Earned Honors</p> <hr/> <p>Earned Honors Leadership team meets to monitor implementation and adjust plans as needed</p>

Resources: Research and Information from Wisconsin Districts

- [Bridges of Opportunity list of research resources](#) from the RAND Corporation
- [Research reference list](#) from Midwest Regional Educational Laboratory (REL)
- [Honors/Advanced level courses from Wisconsin districts](#)

Weekly Report

| Curated News

| Feature Stories

| Podcasts

| Highlights

| Provided by:
Madison Metropolitan School District



[Team building takes root in Madison School Forest](#) (WSJ)

[MMSD 'meets expectations' in 2021-22, state report card says](#) (Cap Times)

[Whitehorse honors civil rights icon with Ruby Bridges Walk to School Day](#) (Madison365)

[Record \\$52M going to public school libraries next year](#) (WPR)

[UW–Madison recognizes four local educators with Rockwell Awards](#) (UW-Madison)

[Student homelessness grows in Madison](#) (Cap Times)

[Ali Muldrow: Exploring the portrayal of young people of color in today's press](#) (Madison365)

[School districts across the state seek financial support from communities](#) (Osceola Sun)

[Students push MMSD to stick to 2040 timeline for 100% renewable energy](#) (Cap Times)

[Madison School Board to review Sennett principal's termination](#) (Cap Times)

[Police are being called to Madison Schools less often](#) (Cap Times)

[Nicki Vander Meulen to seek third term on Madison School Board](#) (WSJ)

Feature Stories

[Budding Entrepreneurs Are 'Wired Differently](#) (MMSD)

[State Competition Isn't Until This Weekend, East Theatre Feels It's Already Won](#) (MMSD)

[Stephens, Toki Teachers Receive UW's Rockwell Award](#) (MMSD)

Weekly Podcast

Lead to Liberate: This week, former Wisconsin State Superintendent **Carolyn Stanford Taylor** and now MMSD's Deputy Superintendent of Diversity, Equity, and Inclusion discusses [youth voice, family engagement, Village Builders and Student Engagement Specialists, as well as workforce diversity with podcast host Dr. Carlton D. Jenkins.](#)