

2021 ANNUAL DISTRICT BULLETIN



Whitefish Bay

SCHOOL DISTRICT

An Exceptional Place to Learn



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Whitefish Bay School District Board of Education



Seated left to right:

W. Brett Christiansen
Sandy Saltzstein
Kristin Bencik-Boudreau

Standing left to right:

Pamela Woodard, Treasurer
Nathan Christenson, Vice-President & Clerk
Anne Berleman Kearney, President
Lynn Raines



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Whitefish Bay
SCHOOL DISTRICT



FOCUS PLAN

OUR VISION

The School District of Whitefish Bay, in partnership with families and community, is student-centered with a tradition of educational excellence. We will build upon this tradition by:

Empowering students with the knowledge, skills, and character necessary to thrive in a changing, global society.

Respecting the diversity of our students and engaging them as individual learners in an innovative learning community.

Addressing the needs of the whole child in a caring, inclusive environment.

OUR GOALS

Academic Achievement & Engaging 21st Century Learning

Every student will meet or exceed comprehensive learning standards to promote future success within our global society.

Supportive Environment & Whole Child Development

Every student will experience a caring, inclusive learning environment that supports the development of the whole child with balanced attention to physical, social, emotional, and intellectual well-being.



Whitefish Bay School District

Dr. John W. Thomsen
District Administrator



An Exceptional Place to Learn: By the Numbers

To the residents of the Village of Whitefish Bay, on behalf of our students and team members, we thank you for your ongoing support and pride in the Whitefish Bay School District.

Thank You - We are extremely proud of our team members and thankful for the unyielding support and flexibility of our community during the COVID-19 pandemic. We appreciate everyone's **can-do spirit and resilient disposition** during this past school year. Thank you for your flexibility, understanding, remaining solution-based and kindness.

Educational Equity - During the pandemic, we remained committed to the academic and the social and emotional work that is required in our schools to allow all students to learn and thrive. We continue to work diligently to support all students and families. All means all, and each and every learner deserves a school they feel is theirs and meets their learning needs.

A Culture of Safety - All school community members share the collective responsibility to foster a culture of safety. Pandemic related safety practices were in place all year. The School Board's Roadmap to the Opening of 20-21 School Year and the Community Health Advisory Ad Hoc Committees provided the District with scientifically-based guidance, as well as the development of practical safety protocols. The District's practices of ensuring all staff and students are trained and ready to respond to a wide range of events; ensuring each student has trusting adults in school; attending to the social and emotional development of all students; and fostering improved levels of communication, better positions all to be safe. Before, during and following the pandemic, we continue to proactively manage and operate our schools so that all feel safe.

The Focus Plan - The Focus Plan continues to be our enduring mission. We look forward to 5 days a week, in-person learning in 2021-22. We strive to support each student academically and assist them in building relevant transferable skills in a supportive environment that nurtures whole child development. We attend to student and team members' social and emotional health.

Visioning - The District continues its facility visioning process that will reconfigure larger and common spaces to better enhance them for 21st century learning. The recently renovated High School and Middle School LMCs, as well as the future elementary school LMC renovations, will enhance our learning spaces to better address Our Seven Thriving Dispositions.

We hope you enjoy this year's edition of the Annual Bulletin.

Yours in Education,

Dr. John W. Thomsen
Superintendent of Schools

#1 Ranked Comprehensive High School in Wisconsin
- US News & World Report

#1 Ranked High School in the State
- 24/7 Wall Street Special Report

#1 Ranked High School in Milwaukee-area
- Milwaukee area Business Journal

#2 Ranked 2020 Best Places to Live in Wisconsin - Niche

Significantly Exceeding Expectations-
Statewide Accountability Measures:
100% of Schools and District

District Enrollment:

| | |
|------------------|-----------------------------|
| 3018 Students | Attendance Rate 96.2% |
|------------------|-----------------------------|

| | |
|------------------|-----------------------------------|
| 348 Employees | 16.1 Student to Staff Ratio |
|------------------|-----------------------------------|

| | |
|--|--|
| 67% Teachers with a master's degree or higher | 8 National Board Certified Teachers |
|--|--|

60% of teachers have been here more than 7 years

| | |
|--|--|
| ACT: Composite Score: 26.29 ACT above 25: 20+ years straight | AP Scores 3+: 87% Exams Taken 646 Students 332 |
|--|--|

High School - Level I Advanced Placement Pacesetter School



Teaching & Learning Services Special Education & Pupil Services

Maria Kucharski
Director of Teaching & Learning Services

Dr. Stacy Gahan
Director of Special Education & Pupil Services



EQUITY AND EXCELLENCE

FOCUS ON THE BRIGHT SPOTS

The COVID-19 pandemic has presented our District and community with a set of unprecedented challenges and opportunities. There is no doubt that even during these times, we were able to focus on the bright spots when we capitalize on our strengths, assets, and skills. Our District's seven thriving dispositions were well utilized and on display every day of this school year.

The WFB community is definitely an identified strength in the pandemic. Working together is perhaps no more evident than in our fully virtual and blended modality that was available for families this year as our learning modality options. Each quarter, families selected if they would like their child to attend school through our fully virtual learning modality or our in-person/blended modality. No matter what families choose, students followed the same curriculum and demonstrated proficiency in course standards as reported on student report cards. Modality options were a nine (9)-week commitment for students. Our fully virtual modality included live teaching and peer interactions, recorded lessons, and other virtual learning activities.

Over the course of this past school year, teachers, students, and families had to learn how to navigate these learning environments. It has taken significant commitment by our staff, students, and families to persevere together and develop a learning environment that shares many of the same characteristics as our in-person classroom settings, while finding unique ways to engage in learning.



THE SEVEN THRIVING DISPOSITIONS

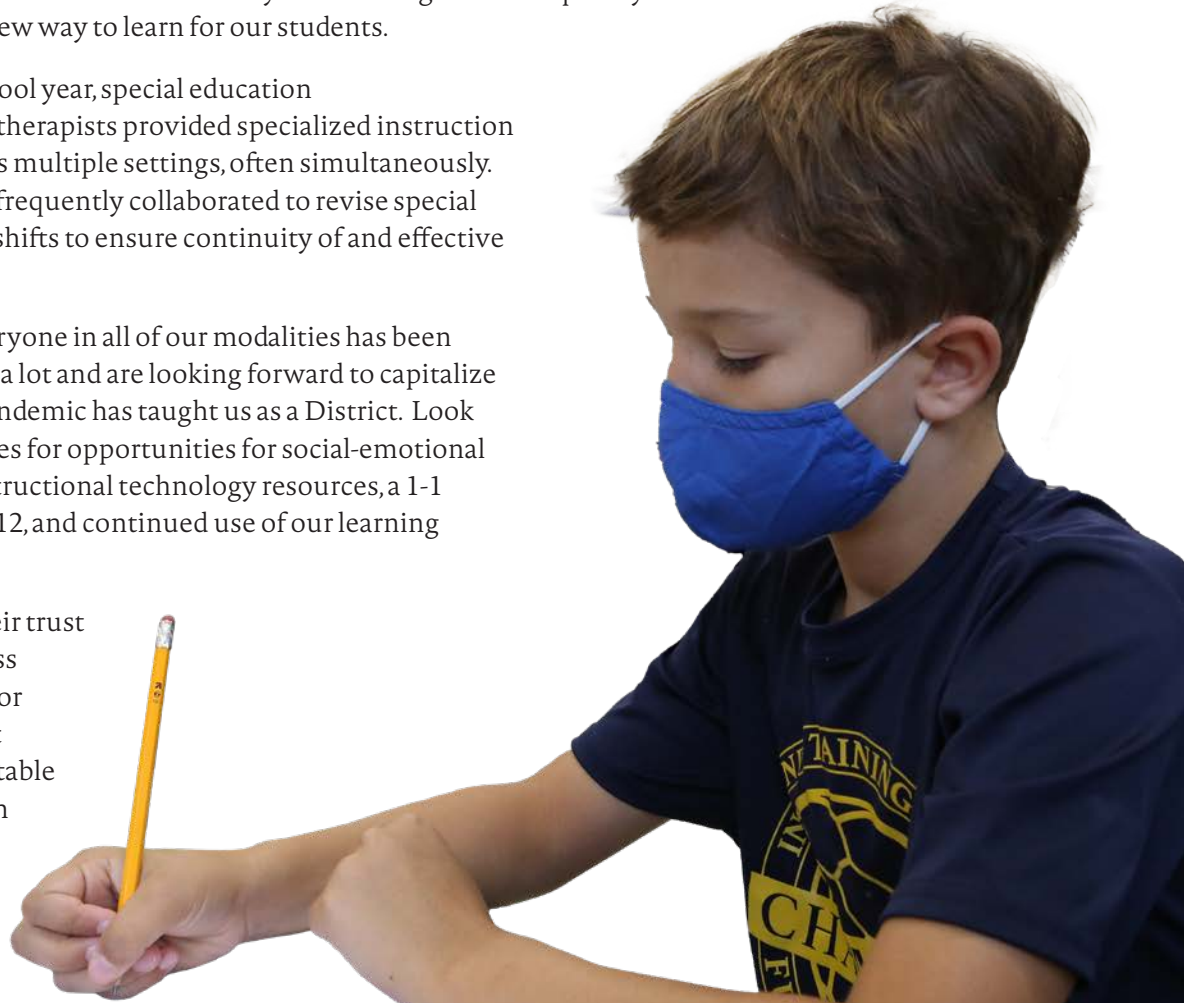
- Critical Thinking and Problem Solving
- Agility and Adaptability
- Curiosity and Imagination
- Initiative/Entrepreneurialism
- Access and Analyze Information
- Effective Oral and Written Communication Skills
- Collaboration

At a Board of Education meeting this school year, principals shared some video examples of student engagement and teacher and student experiences. What was most evident from these stories, is that the virtual environments are finding ways to make students feel connected and that student learning continues to be high. At our upper grades, students are often more independent and must manage full academic course loads. Students have quickly adapted to finding different ways to ask questions, connect with peers, and receive support from staff. The important characteristics for a student to possess in all of our modalities is personal responsibility and initiative. These were displayed every day by our students and staff. It has been remarkable to witness the flexibility and adaptability of students, staff, and families during this unprecedented time. Virtual and hybrid learning was a completely new way to teach for our staff and a new way to learn for our students.

On any given day during the school year, special education paraprofessionals, teachers, and therapists provided specialized instruction via in-person and virtually across multiple settings, often simultaneously. Our students, families, and staff frequently collaborated to revise special education plans upon modality shifts to ensure continuity of and effective services to our students.

The commitment shown by everyone in all of our modalities has been commendable. We have learned a lot and are looking forward to capitalize on the opportunities that the pandemic has taught us as a District. Look in the future for revised schedules for opportunities for social-emotional learning, a better infusion of instructional technology resources, a 1-1 device employment in grades 5-12, and continued use of our learning management systems.

Thank you to the families for their trust to our teachers for their relentless dedication, and to our students for consistently demonstrating that while change is hard, being adaptable is a skill that is critical now and in their future.



BEST HIGH SCHOOL IN THE STATE 2021-RATING

By US News and World Report

Overall Score:
98.7/100

AP Participation Rate:
77%



BEST PLACES TO TEACH IN WISCONSIN 2021 RATED

By Niche

A+ Overall Niche Rating for School District



Behind the Scenes

Go behind the scenes and see how teachers enthusiastically engaged with students both in-person and virtually.

Scan this QR code with your phone's camera or click here to access the behind the scenes videos!

FULL VIRTUAL TEACHER

SHANNON MAKELA - CUMBERLAND 2ND GRADE

In this behind the scenes virtual learning episode, we are visiting Ms. Makela, our 2nd grade virtual teacher, who is presenting a reading comprehension lesson to her enthusiastic, virtual students. Check out how the technology she uses helps to enhance interactive learning throughout her presentation.

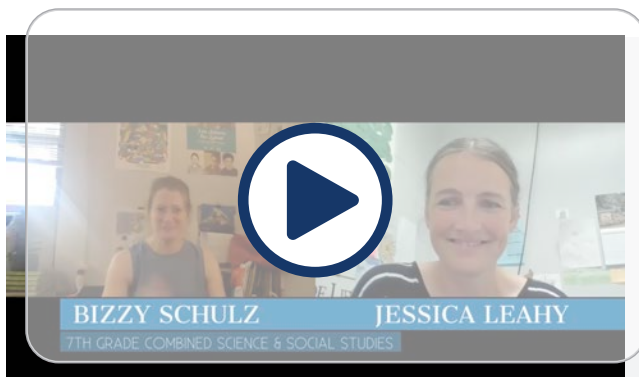
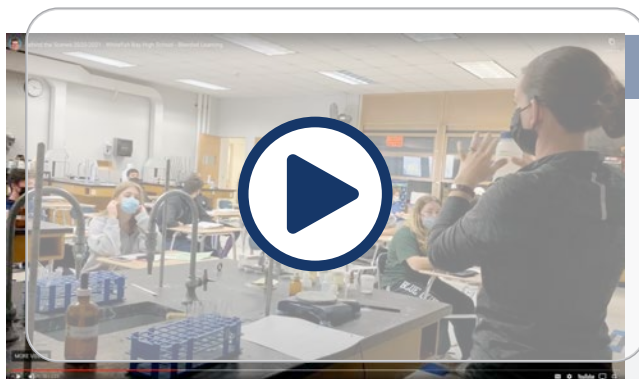
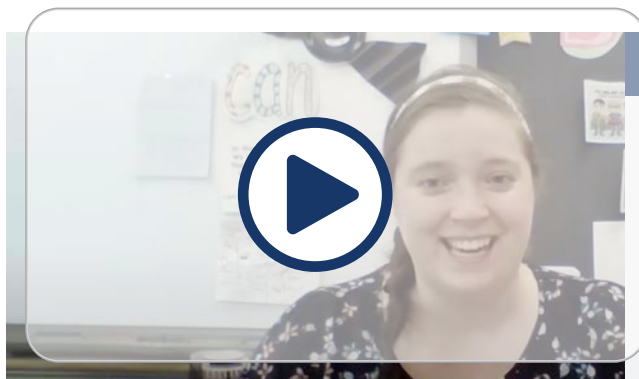
BLENDED TEACHER

CHRISTINA CATTEY - HIGH SCHOOL CHEMISTRY

In our second installment we are visiting with Mrs. Cattey, an enthusiastic science teacher at Whitefish Bay High School who takes on a Chemistry in the Community hybrid class. Check out how she presents to both in-person and virtual students as she conducts an impressive identifying chemicals lab.

**JESS LEAHY AND BIZZY SCHULZ -
7TH GRADE HUMAN GEOGRAPHY**

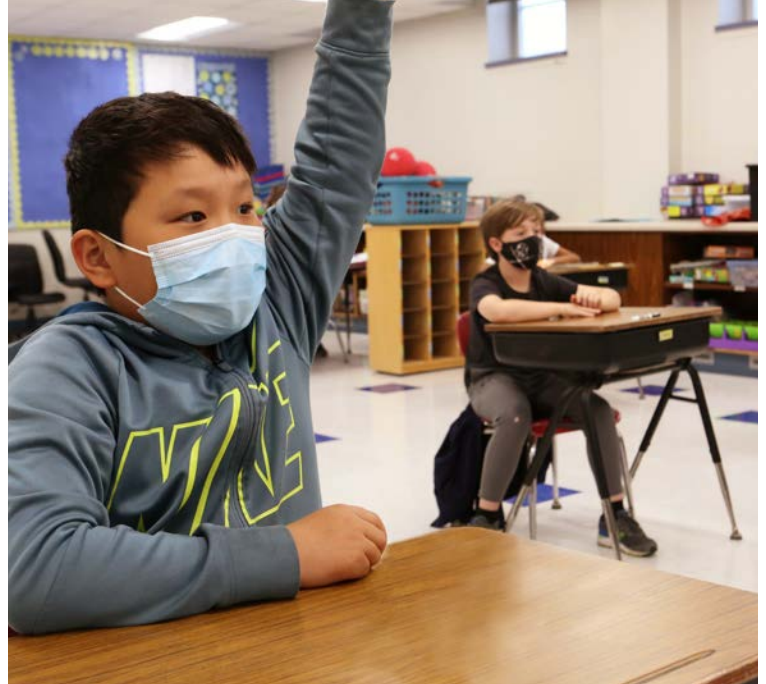
Take a look behind the scenes of how Mrs. Leahy and Mrs. Schulz went about instructing their 7th grade students in this fluid environment during the 'Pandemic' board game project! The emphasis on community and relationship building throughout the lessons is a big focus this year as the group navigates a class known for bringing people together.



BELONGING AND CONNECTEDNESS

Throughout the pandemic, many children and families endured and continue to experience adversities, with current stressors only exacerbated. This was also true for our District staff. Whitefish Bay School District staff have long maintained a focus on establishing conditions in the classrooms to facilitate a sense of belonging, connectedness, and emotional safety. We know that a student's perceived sense of belonging and connectedness to school are paramount to their social, emotional, and academic functioning. To that end, we have and will continue to survey students to better understand their level of connectedness and facilitate support when needed.

Our ultimate goal of enhancing social emotional learning and promoting positive mental health is the integration within curriculum and instruction, school-wide practices and policies, family and community partnerships. During the 2020-2021 school year, we prioritized time and space across levels to be responsive to students' perspectives/needs in consistent predictable structures. Classroom meetings, advisories, and student check-ins were utilized for students to develop and cultivate relationships and provide opportunities for increased student choice/voice. Additionally, pupil service and support other staff supported students individually and in groups through both in-person and virtual modalities.



MOVING ONWARD

We look forward to next school year to further engage in the development and sustainability of comprehensive school-based SEL and mental health systems. All schools will engage in monthly consultation with a community mental health partner to further enhance strategies/supports extending beyond the universal tier. Additionally, mental health literacy for students, families, and staff will be promoted through professional learning by outside mental health partners.

Finally, we seek to systematically promote building relationships, fostering a sense of community, and teaching skills directly in equitable environments through the implementation of identified SEL and mental health frameworks. Prior to the pandemic, a BOE committee was formed to learn, assess needs, and develop recommendations to the BOE in the areas of Supportive Environment and Whole Child Development congruent with the School District of Whitefish Bay's Focus Plan. As part of this process, a SEL/Mental Health Program/Framework Analysis was also conducted and identified potential frameworks to support our goals. Professional learning and the initial implementation of these frameworks will ensue during the 2021-2022 school year.

SEL advances educational equity and excellence through authentic school-family-community partnerships to establish learning environments and experiences that feature trusting and collaborative relationships, rigorous and meaningful curriculum and instruction, and ongoing evaluation. SEL can help address various forms of inequity and empower young people and adults to co-create thriving schools and contribute to safe, healthy, and just communities

(CASEL, 2021, para 2)



Business Services

Shawn Yde
Director of Business Services



2020-21 BUDGET HIGHLIGHTS

The School District of Whitefish Bay has long focused on making the most of community members' investment in the schools and continues to offer exceptional educational programs, excellent co-curricular activities, well-maintained facilities, state-of-the-art instructional resources, and competitive compensation for employees.

Whitefish Bay Schools has experienced a challenging year with the COVID-19 pandemic. COVID-19 concerns closed schools nationwide and forced students/teachers into learning structures that included both in-person and virtual learning environments. Whitefish Bay Schools quickly purchased both software and hardware that was required to meet these learning platforms. As a result of these purchases the District is now 1 to 1 with student technology from 5th to 12th grades. However, next year (2021-22) is expected to be a challenging year from a financial perspective (due to enrollment changes caused by the pandemic). The Wisconsin legislature is in the process of developing its biennial budget and stable state revenue is key to maintaining our quality local programs. The largest portion of the Wisconsin State Budget is resources that are provided to K-12 education.

The annual budget represents the financial plan to achieve our educational objectives, in accordance with the School Board's established priorities and focus plan. The budget must comply with the regulations of the State of Wisconsin and School Board policies. The budget receives initial approval from the School Board, then Whitefish Bay residents in attendance at the Annual Meeting are entitled to vote on the tax levy requested by the School Board. Finally, the adopted budget may be subject to adjustments in fall after student enrollment, state aid certification, and staffing levels are finalized.



DISTRICT COST PER-PUPIL COMPARISONS:

Whitefish Bay has the lowest per-pupil operating cost among a comparison of other high achieving local districts. Our students continue to perform at the highest levels and experience high quality diverse educational and extra-curricular opportunities.

PER PUPIL OPERATING EXPENSE:

| | |
|-----------------|--------------------|
| \$11,976 | Whitefish Bay |
| \$12,501 | Mequon-Thiensville |
| \$13,589 | Shorewood |
| \$14,231 | Elmbrook |
| \$20,404 | Nicolet |



**REVENUES AND EXPENDITURES
MAIN SOURCES:**

96.25%

of the District's **revenue** is from two main sources -- **60.00%** Property Tax and **36.25%** State Aid

83.96%

of the District's **expenses** are from two main sources -- **74.51%** from Salaries/Benefits and **9.45%** from Purchased Services

FUND BALANCE: The District maintains a general fund balance of \$14,199,649 (July 1, 2020) which is 30.81% of the total expenditure budget. The School Board reviews the balance amount annually to determine the ability to fund facility maintenance without the use of referendum.

NEED FOR FUND BALANCE:

- | Provide working capital to avoid large temporary borrowings
- | Demonstrate financial stability to preserve our high bond rating
- | Minimize short-term borrowing interest costs
- | Fund unanticipated costs
- | Fund one-time, significant projects

2021-22 TAX LEVY ESTIMATE:

School district property taxes can include levies for general operations, debt service, capital expansion and community services.

\$21,678,850

General Fund Tax Levy Estimate:
8.13% increase from 2020-21

\$1,103,225

Debt Service Tax Levy Estimate:
-.51% decrease from 2020-21

\$201,000

Community Service Fund Estimate:
5.18% increase from 2020-21

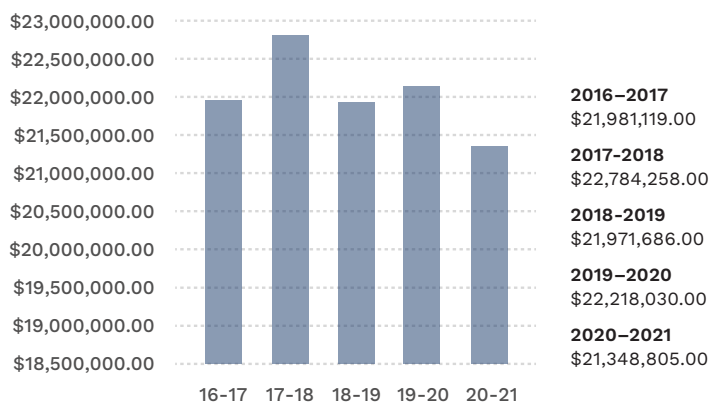
The combined 2021-22 Tax Levy: 7.66% increase

2021-22 TAX RATE ESTIMATE:

The equalized levy rate is the total property tax levy divided by the current equalized property value with the tax incremental funding (TIF) values excluded (currently \$2,431,338,700). Levy rates are shown in "mills" or property tax dollars levied per \$1,000 of value.

| | |
|---------------------------|---------------------------|
| \$8.92/per \$1,000 | \$.45/per \$1,000 |
| General Fund | Debt Service |
| \$.08/per \$1,000 | \$9.45/per \$1,000 |
| Community Service | Total Mill Rate |

TAX LEVY HISTORY:



Budget Summary - All Funds

2021-2022 Proposed Expenditures, Revenue, Tax Levy, and Tax Rate

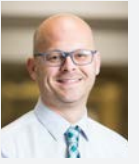
| FUND 10-GENERAL | Actual 2019-20 | Budget 2020-21 | Budget 2021-22 |
|---|---------------------|---------------------|---------------------|
| Assets at end of year (Account 700 000) | \$14,863,631 | \$13,753,341 | \$13,753,341 |
| Liabilities at end of year (Account 800 000) | \$635,290 | \$0 | \$0 |
| Fund Equity at end of year (Account 900 000) | \$14,228,341 | \$13,753,341 | \$13,753,341 |
| REVENUES | | | |
| Local Sources (100) | \$0 | \$0 | \$0 |
| Local Sources (200) | \$21,357,426 | \$20,680,873 | \$22,279,850 |
| Interdistrict Sources (300+400) | \$71,840 | \$38,855 | \$40,625 |
| Intermediate Sources (500) | \$19,951 | \$6,000 | \$6,000 |
| State Sources (600) | \$14,274,165 | \$14,867,480 | \$13,098,152 |
| Federal Sources (700) | \$254,647 | \$277,562 | \$673,277 |
| Other Sources (800+900) | \$73,123 | \$35,000 | \$35,000 |
| TOTAL REVENUES-FUND 10 | \$36,051,152 | \$35,905,770 | \$36,132,904 |
| EXPENDITURES | | | |
| Instructional Expenditures (Function 100 000) | \$17,219,110 | \$18,714,923 | \$18,710,442 |
| Support Services (Function 200 000) | \$12,145,345 | \$13,409,190 | \$13,113,503 |
| Non-Program Transactions (Function 400 000) | \$5,248,466 | \$4,256,657 | \$4,308,959 |
| TOTAL EXPENDITURES-FUND 10 | \$34,612,921 | \$36,380,770 | \$36,132,904 |
| FUND 23-SPECIAL PROJECTS-TEACH | Actual 2019-20 | Budget 2020-21 | Budget 2021-22 |
| Assets at end of year | \$0 | \$0 | \$0 |
| Liabilities at end of year | \$0 | \$0 | \$0 |
| Fund Equity at end of year | \$0 | \$0 | \$0 |
| TOTAL REVENUES | \$0 | \$0 | \$0 |
| TOTAL EXPENDITURES | \$0 | \$0 | \$0 |
| FUND 27-SPECIAL EDUCATION/COOPERATIVE PROGRAMS | Actual 2019-20 | Budget 2020-21 | Budget 2021-22 |
| Assets at end of year | \$0 | \$0 | \$0 |
| Liabilities at end of year | \$0 | \$0 | \$0 |
| Fund Equity at end of year | \$0 | \$0 | \$0 |
| TOTAL REVENUES | \$4,908,012 | \$5,733,422 | \$5,551,404 |
| TOTAL EXPENDITURES | \$4,908,012 | \$5,733,422 | \$5,551,404 |
| FUND 39-DEBT SERVICE FUND | Actual 2019-20 | Budget 2020-21 | Budget 2021-22 |
| Assets at end of year | \$329,453 | \$329,453 | \$329,453 |
| Liabilities at end of year | \$0 | \$0 | \$0 |
| Fund Equity at end of year | \$329,453 | \$329,453 | \$329,453 |
| TOTAL REVENUES | \$1,890,854 | \$1,436,019 | \$1,383,830 |
| TOTAL EXPENDITURES | \$1,886,736 | \$1,436,019 | \$1,383,830 |

| FUND 40-CAPITAL PROJECTS FUND | Actual 2019-20 | Budget 2020-21 | Budget 2021-22 |
|--|----------------|----------------|----------------|
| Assets at end of year | \$10,635,351 | \$10,635,351 | \$10,733,451 |
| Liabilities at end of year | \$0 | \$0 | \$0 |
| Fund Equity at end of year | \$10,635,351 | \$10,635,351 | \$10,733,451 |
| TOTAL REVENUES | \$1,795,459 | \$0 | \$100,100 |
| TOTAL EXPENDITURES | \$0 | \$0 | \$2,000 |
| FUND 50-FOOD SERVICE FUND | Actual 2019-20 | Budget 2020-21 | Budget 2021-22 |
| Assets at end of year | \$27,983 | \$23,683 | \$20,903 |
| Liabilities at end of year | \$0 | \$0 | \$0 |
| Fund Equity at end of year | \$27,983 | \$23,683 | \$20,903 |
| TOTAL REVENUES | \$18,086 | \$22,000 | \$14,220 |
| TOTAL EXPENDITURES | \$19,051 | \$26,300 | \$17,000 |
| FUND 60-AGENCY FUND | Actual 2019-20 | Budget 2020-21 | Budget 2021-22 |
| Assets at end of year | \$102,678 | \$102,678 | \$102,678 |
| Liabilities at end of year | \$102,678 | \$0 | \$0 |
| Fund Equity at end of year | \$0 | \$102,678 | \$102,678 |
| FUND 70-TRUST FUNDS | Actual 2019-20 | Budget 2020-21 | Budget 2021-22 |
| Assets at end of year | \$19,451,142 | \$19,451,142 | \$19,091,462 |
| Liabilities at end of year | \$0 | \$0 | \$0 |
| Fund Equity at end of year | \$19,451,142 | \$19,451,142 | \$19,091,462 |
| TOTAL REVENUES | \$723,637 | \$560,811 | \$215,893 |
| TOTAL EXPENDITURES | \$615,809 | \$560,811 | \$575,573 |
| FUND 80-COMMUNITY SERVICES FUND | Actual 2019-20 | Budget 2020-21 | Budget 2021-22 |
| Assets at end of year | \$2,386,863 | \$2,228,780 | \$2,063,254 |
| Liabilities at end of year | \$98,083 | \$0 | \$0 |
| Fund Equity at end of year | \$2,288,780 | \$2,228,780 | \$2,063,254 |
| TOTAL REVENUES | \$1,800,875 | \$1,893,293 | \$1,634,500 |
| TOTAL EXPENDITURES | \$1,947,497 | \$1,953,293 | \$1,800,026 |
| TOTAL EXPENDITURES-ALL FUNDS | Actual 2019-20 | Budget 2020-21 | Budget 2021-22 |
| Transfer from General Fund to Fund 27 | \$43,990,026 | \$46,090,615 | \$45,462,737 |
| | | \$3,767,657 | \$3,798,892 |
| | | \$42,322,958 | \$41,663,845 |
| TAX LEVY-GENERAL FUND | Actual 2019-20 | Budget 2020-21 | Budget 2021-22 |
| General Fund | \$20,502,424 | \$20,048,873 | \$21,678,850 |
| Debt Service Fund | \$1,523,792 | \$1,108,839 | \$1,103,225 |
| Community Service Fund | \$191,814 | \$191,093 | \$201,000 |
| Prior Year Tax Chargeback | \$0 | \$0 | \$0 |
| TOTAL SCHOOL LEVY | \$22,218,030 | \$21,348,805 | \$22,983,075 |
| Percentage increase - total levy from prior year | | | 7.66% |
| AMT. USED FROM RESERVE (10 & 80) | \$1,291,609 | (\$535,000) | (\$165,526) |



Building & Grounds

Brian Chase
Director of Building & Grounds / Safety



Providing an Exceptional Place to Learn

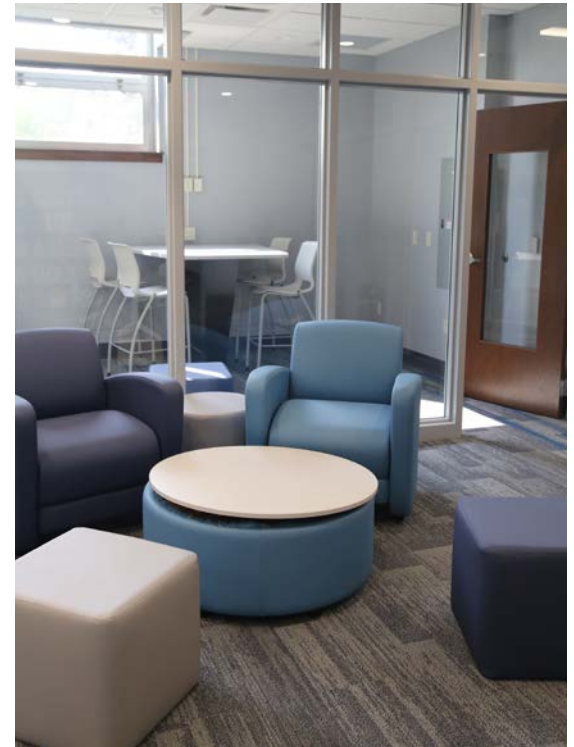
We are committed to providing all students and staff with safe, clean, and well maintained facilities. The department provides long-range planning, energy management, safety, and community use of school facilities for the 660,000 square feet of building floor space and nearly 40 acres of grounds.

SAFETY FIRST - Positive partnerships with WFB Police, North Shore Fire, and North Shore Health Departments help inform and prepare us for safety needs.



SUPPORTING EDUCATION DURING THE PANDEMIC-

We've used a layered approach to risk mitigation throughout the school year, focusing on mask wearing, hand hygiene, cleaning and disinfection, and air quality. We monitor supply inventories for these measures, and perform safety protocol walkthroughs to ensure safety protocols are being followed. We continue learning about best practice for mitigating risk through the CDC, WI Department of Health Services, and our positive partnership with the North Shore Health Department, and adjust accordingly.



Capital Projects

Long term planning for capital projects helps to protect the community's investment in our facilities.

- | High School Library Media Center renovation
- | Masonry restoration at High School, Middle School, and Richards
- | HVAC equipment and controls replacement in both Elementary Music/Art wings, and Lydell

Maintenance Management System

- | 632 Reactive Maintenance work orders completed
- | 842 Preventive Maintenance work orders completed

Energy Management Program

Energy savings help maintain and improve educational programming.

20.3% reduction in utility usage 2003 to the present



Recreation Department

Carin Keland
Director of Recreation Department



Bringing Community Together

The Recreation and Community Education Department is committed to improving the quality of life for our residents by providing a wide variety of quality recreation, education, cultural and social programs for all residents and students of Whitefish Bay. The pandemic definitely challenged our department to find new and creative ways to continue to best serve the community. We met this challenge by modifying our programs and enforcing the 3 W's, Wear Your Mask, Wash Your Hands and Watch Your Distance with our participants and staff. Adapting to change during the pandemic made our team not only look at what type of programming we offer, but HOW we offer it. Being flexible has been key to continuing to best meet the needs of your families. The Recreation Department was determined to continue to provide safe, risk-mitigated programming and opened many of our program offerings as early as July 1st with much success. These "bright spots" of our year, are greatly to all of our staff and coaches who worked diligently to follow safety protocols and supportive community for their faith in our efforts.



42

Lydell Preschool enrolled 42 preschoolers and remained in-person the entire school year.

75

Middle School students and their families participated in the Recreation Department's Middle School Ski and Board Club

351

students participated in organized youth sports including Flag Football, Youth Basketball and Lacrosse.

- The Connects Before and After School Program provided care at both Richards and Cumberland Elementary Schools for students. As the learning mode changed, so did Connects by providing care on in-person, synchronous, asynchronous Wednesdays and no school days. The program served 97 students weekly for before and after care and + 1,000 students on Asynchronous Wednesdays and + 600 students for School's Out Care.
- Whitefish Bay Community Garden welcomed over 80 volunteers in the 2020-2021 growing season. Volunteers not only helped our garden thrive but expanded to high school beautification efforts by revitalizing adjacent flower beds.
- Met the demand for the continued health and wellness needs for our "safer at home" community members by expanding small group and virtual fitness classes.
- Started the #BringingCommunityTogether Campaign offering community wide social media contests such as Bingo, Scavenger Hunts, Window Art and Snowman Building Contests for families to stay active and connected while at home.



Cumberland Elementary

Jayne Heffron
Principal

Justin Nies
Associate Principal



Student Council cleaned up the playground and fields during lunch recesses, and are dedicating 150 hours to weeding, trimming, planting and mulching the garden at Cumberland

Joy in Learning and Being Together

Amid significant uncertainties, students, staff and families found ways to continue supporting students in their learning across all modalities during the 2020-21 school year. Joy in learning and being together is evident in smiles, even behind masks, and students from four year olds through fifth grade transitioned into wearing masks and staying some distance from each other with few reminders after the initial teaching.

This year saw staff move nimbly across virtual, hybrid and fully in person frameworks, quickly learning Seesaw and Google Classroom and utilizing a host of other online platforms and tools. The workshop model of instruction works effectively online and in person, with targeted instruction focusing on the highest leverage curricular standards. Students meet with their teachers individually and in small groups for instruction and conferencing, with formative feedback moving learning forward. Art, physical education, world language and library skills are honed through synchronous instruction while music this year is taught fully online.

More than 15 languages are spoken by our diverse student body, and students in all modalities support each other with kindness and patience. New ways of collaborating and problem solving were discovered this year and hearts and minds finish the year stronger than ever before as students find ways big and small to make the world a better place.



87% of 1st through 5th graders were at or above proficiency in Reading mid-year, as measured by STAR testing

86% of 1st through 5th graders were at or above proficiency in Math mid-year, as measured by STAR testing

98% of families attended virtual parent/guardian-teacher conferences

2 teachers achieved National Board Certification

\$6,038 for air purifiers and filters - provided by PTO

1:1 5th graders become 1:1 with District provided Chromebooks

- 3rd-5th graders complete a belongingness survey, with pupil services team members providing follow up
- Morning and closing meetings were implemented in classrooms, to strengthen classroom communities and relationships between students and teachers. This proved to be especially important during the pandemic.
- Student Council organized 4 school spirit days, worked via Zoom to identify positive leadership skills and how to apply them at school, and organized a proposal for a letter writing campaign to area senior citizen homes.
- 8,637 books circulated February 15th-May 8th!
- Encore classes of Music, Art, Physical Education, Library, and World Language were available to students and provided a sense of normalcy

“ I have friends all around the country and I am really impressed with what our District has done! ”

~ Parent



Richards Elementary

Alix Kasmarick
Principal

Justin Nies
Associate Principal



Staying Connected Through Change

Richards has always been a strong school community, built on caring and authentic relationships. With students learning in multiple modalities this year, relationships and cohesive community remained our top priority. Virtual, blended, and fully in-person classrooms begin each day with a class meeting which includes greetings, team building activities, and collectively getting ready for the day. As modality choices shifted across the year and many students transitioned to new classrooms, this daily routine became more important than ever for welcoming new class members, renorming as learning communities, and supporting one another through change. The year brought more change than any of us would have chosen, but we remain one strong team - Team Tigers!

A Focus on Essential Learning

After a period of virtual and mostly asynchronous learning last spring, it became all the more important to focus this year on the most essential learning for students. Beginning in August, grade and department level teams reviewed learning targets across curricular areas to identify those with the highest leverage for students, then worked collaboratively across the year to shape instruction to best maximize these goals. Teachers grew immensely in their ability to leverage technology to increase access and engagement for learners in multiple environments.



The Encore areas of Music, Art, Physical Education, Library, and World Language remained available to students in all modalities throughout the year



96% of students report a sense of belonging at school as measured by a 3rd-5th grade student perception survey

92% of 1st through 5th graders were at or above proficiency in Reading mid-year, as measured by STAR testing

90% of 1st through 5th graders were at or above proficiency in Math mid-year, as measured by STAR testing

\$6,294 & 5,969

pounds of food were donated via the Annual Hunger Task Force Food Drive

2,400

On average, 2,400 books are checked out of the school library each month

\$11,000+

was spent by the PTO on COVID19-specific disbursements including air purifiers for each classroom.

- 87% of parents/guardians attended our first ever virtual Parent/Teacher conferences this fall
- Student Council went virtual and included 56 5th graders working as Community Connections and School Spirit, Problem-Solving, Leadership, and Newsletter teams
- Traditional Richards Way all-school meetings continued virtually in 21-22, with a When Life gives you Lemons, Make Lemonade theme midyear and an Olympics theme to finish strong!

“Our team and teams across the building have become even closer and more tight knit as we’ve worked closely together to make sure student learning has been cohesive.”

~ Parent



Whitefish Bay Middle School

Mike O'Connor
Principal

Matt Rose
Associate Principal



Creating Safe Spaces

Building relationships with students has always been a strength of the WFBMS staff, but in the pandemic, this took on a whole new dimension. In order to combat the anxiety and isolation of the pandemic that existed for some, we prioritized belonging, connection, and safe spaces. Through daily Homeroom and The Circle of Power and Respect (CPR), our teachers nurtured our students' social and emotional needs, while simultaneously leaning into the adolescent needs of autonomy, competence, relationship, and fun. Because of this attention, our students indicated the highest levels of belonging since we began tracking this data!

Pivoting and Performing

Whitefish Bay Middle School students continued to meet and exceed academic expectations despite the uncertainty of the times. Whether learning in-person or remote, students engaged with the rigorous and relevant curriculum offered by our team of teachers. Utilizing tech tools like Canvas, Kami, and Zoom, coupled with our 1:1 Chromebook initiative, our students were able to connect with content in new and exciting ways. Working as a team of master educators, our staff pivoted often to adjust the modality of the moment without losing any of the rich learning our kids experience in a typical year.

Canvas Learning Management System

The learning management system Canvas became essential for our students' learning to continue to be creative and collaborative.

Canvas Assignments: 15,456

Discussion Topics: 1,808

Media Files Uploaded By Students: 8,158



86% of 7th grade students met district benchmark for reading on Winter STAR assessment

87% of 6th grade students met district benchmark for math on Winter STAR assessment

+19% growth in percentage of 8th graders meeting benchmark in math for ACT Aspire from Fall to Winter

67% of parents attended our first ever virtual Parent/Teacher conferences this fall

88.5% of 8th graders meeting district benchmark for reading on Winter ACT Aspire

94% of students believe that CPR has helped them to feel safe in their Homeroom community

90% of students feel that CPR helped them to build stronger relationships with their peers

- 98% of students believe they are treated with as much respect as other WFBMS students
- 99% of students feel like staff believe that kids can do good work academically
- 11,687 digital or physical books have been checked out from our library
- 12,400 hours have been logged reading in Sora, our online catalogue

“I think Homeroom is a nice time where we can talk about things and also have fun with activities. I like having that time and I hope that it will stay.”

~ Student



Whitefish Bay High School

Amy Levek
Principal

Julie Henningsen
Associate Principal



Bright Spots

Every student, every teacher, everyday. In riding the inevitable waves of change that occur in a pandemic, Whitefish Bay High School chose to prioritize as much student-teacher contact as possible because this interpersonal connection is the brightest spot of all in the teaching and learning process. Agility and adaptability, problem-solving, creative thinking, compassion and unprecedented dedication were critical dispositions as we kept our focus on providing all students with the best experience possible during this historic time.

What They Lost, and What They Gained

The narrative of the last year has been equally emotional and complex, and it is important to acknowledge and honor the loss felt by our high school students. At the same time, the empowering story behind the pandemic is one of both personal and collective vulnerability and strength. Both academically and personally, students learned new strategies, skills and tools that will only enhance their preparation in high school and beyond. More than ever, students found that learning and collaboration can occur anytime, anywhere and as a result, they are capable of more than they may have ever imagined.

Elective Coursework in the Core Content Areas

| | | |
|------------------------------|-----------------------------|------------------------------|
| 10 Art | 3 Theater | 4 PLTW Engineering |
| 8 Business | 10 Music | 3 World Languages |
| 3 Computer Science | 3 PLTW Biomedical | |



#1 Named the #1 School in the Milwaukee area by the Milwaukee Business Journal.

#2 ranked high school in the State of Wisconsin by US News and World Report

100%

student proficiency in Canvas, the primary learning management system used by colleges and universities across the country.

90

Black History course approved to begin in 2021-22 with over 90 students enrolled.

- Named a Level 1 Wisconsin Advanced Placement Pacesetter School for high levels of access and excellence in AP scores.
- Aligned to our School Improvement Plan of increasing enrollment in rigorous coursework, we administered over 796 AP exams to 366 students. This is 80 more tests than our historic high and exceeds the highest number of participating students by 26. Just 10 years ago, we gave 436 tests to 222 kids. The average then was 3.98. The average now is 3.8. Equity and excellence are possible for all students.
- 88% of the graduates in the class of 2021 plan to attend 4-year colleges and universities. 52% are staying in state, 47% are going out of state and 1% are out of the country.

“I want to let you know how impressed I am with the commitment of the people behind WFBHS. Working at home, steps away from my daughter during her remote learning, I can hear how much the teachers genuinely care. I overhear them giving it their all to guide their students. It’s really neat and touching.”

~ Parent



Athletics & Activities

Jeff Worzella
Activities Director

Randee Drew
Student Engagement Coordinator



Athletics

Whitefish Bay High School athletics programming provides opportunities for our student athletes to compete on 29 different teams. Involvement in athletics provides students the vehicle to the educational, social, and emotional development of the whole child. This year, 541 students participated in at least one sport during the school year. With strict Covid protocols and the help of all coaches, students and families, all athletic programs were able to successfully run their seasons and provide all student athletes with a positive experience.



Varsity

- **Boys Cross Country** 3rd at the WIAA State Championship Meet.
- **Girls Cross Country** WIAA Division 1 State Runner Up
- **Football** first undefeated season since 1962; #1 ranked team in Division 2
- **Girls Swim & Dive** 6th at the WIAA Division 2 State Championship Meet; first individual state champion since 2001
- **Girls Hockey** Co-op WIAA Division 1 State Runner Up
- **Girls Ski** qualified for the State Tournament and finished in 13th place
- **Boys Ski** sent two individuals to the State Tournament.
- **Cheer Team** qualified for the WACPC State Championships in the Varsity Non-Stunt and Varsity Cheer divisions; finished 4th in the Non-Stunt competition
- **Boys Track** eight individuals qualified for the WIAA State Championship meet
- **Girls Track** 2nd in Conference; won the WIAA Regional; placed 2nd in the WIAA Sectional, advanced 13 girls to the WIAA State Championship meet
- **Girls Lacrosse** 2nd in conference and 6th overall in the state
- **Boys Lacrosse** runners up in the State Invitational Tournament
- **Senior Jayden Jackson** (Basketball) broke the 62 year old school scoring record and ended his school career with 1572 points
- **Senior Addie Gallun** (Gymnastics) finished her school career with 10 individual state championships which tied the WIAA record with Whitefish Bay alum Beth Weber

541
Total Athletes

267 Student Athletes play 1 sport - 49%
273 Student Athletes play 2 sport - 51%

29 Sports Offered
74 Athletes named all conference
17 seniors will continue athletics in college

NORTH SHORE CONFERENCE CHAMPIONS

- | Girls Cross Country
- | Girls Tennis
- | Football
- | Boys Soccer
- | Gymnastics
- | Boys Swim
- | Boys Basketball
- | Baseball
- | Girls Soccer
- | Boys Tennis

GATORADE STATE PLAYER OF THE YEAR

- | Maggie Starker - Girls Soccer

WIAA DIVISION 2 TEAM STATE CHAMPIONS

- | Gymnastics
- | Girls Soccer

INDIVIDUAL STATE CHAMPIONS

- | Casey Stephens - Girls Swim (500 Yard Freestyle)
- | Addie Gallun - Gymnastics (All-Around, Vault, Bars)
- | Phillip Swietlik, Nick Enea, Peter Youel, Peter McMahon - Boys Swim & Dive (200 Yard Freestyle Relay)

NORTH SHORE CONFERENCE PLAYERS OF THE YEAR

- | Jackson Dryden - Boys Soccer
- | Joe Brunner - Football (Lineman of the Year)
- | Nick Jorndt - Football (Linebacker of the Year)
- | Grover Bortolotti - Football (Defensive Back of the Year)
- | Jayden Jackson - Basketball
- | Addie Gallun - Gymnastics
- | Maggie Starker - Girls Soccer
- | Lola Kolawole - Girls Track
- | Brady Marget - Baseball



The Black Student Union honored Whitefish Bay's first black graduate, Ms. Vicki Broadnax, class of 1969, with the presentation of a plaque to Ms. Broadnax's family. A second plaque is displayed outside the High School Library honoring Ms. Broadnax.

Activities

Rich and varied extracurricular activities are an integral part of the Whitefish Bay High School experience as they provide students the opportunity to apply skills in authentic contexts to promote the exploration of career opportunities, and foster the development of the whole child. This year there were 46 total activities and 405 students participated. Either by zoom or in person, our clubs were determined to provide our students with the opportunity to compete, perform, publish and provide opportunities for growth. This year more than ever, it was important to provide students with opportunities to participate and the students, advisors and families helped play an integral role in achieving that.

Get Involved: Explore, Lead, Serve

405 students were involved

| | | | |
|-----|--|----|--------------------------------|
| 269 | Students participated in one | 9 | new clubs this year |
| 90 | Students participated in two | 11 | compete |
| 45 | Students participated in three or more | 5 | perform |
| 46 | total activities | 9 | provide leadership and service |
| 9 | provide enrichment | 3 | publish |



Best Buddies conducted virtual "theme" meetings in order to create social connections for all of the students. They had some great socially-distanced events outside that included: a fall hike at Doctor's Park, tie-dyed club t-shirts, and played kickball outside.

The Debate Team performed well at Regionals and qualified one member to the National Speech & Debate Association's National Tournament

The Mock Trial Team had a team place 1st and 2nd at their regional tournament. The top team qualified for State

Future Health Professionals (HOSA) had 11 members compete at both Regional and State competitions. Seven students qualified for the International Competition.

Rock Climbing Team placed 2nd out of 19 teams at the annual Top Rope and Bouldering Competition

Bay Gives Back had over 100 students participate; collected 8,873lbs of food and \$2,366 in their first virtual drive (6th annual) - Riverwest Food Pantry; sponsored 230 children for the Holiday Season at Windlake Academy (6th annual); 240 children sponsored through a Fun For Foster Care Drive that benefited children in foster care system in partnership with Kidsinc; and collected 105 units of Blood through the blood drive.

Theater Program produced four outstanding plays this year: Almost Maine, Hamlette, Working (2012 Revised Edition), and The Edgar Allan Poe After Life Radio Show. They returned to the Wisconsin One Act competition and Hamlette advanced to State.

Robotics Team competed at the FTC State Championship, advanced to the semifinals and won the Collins Aerospace INnovate Award for their innovative robot design

ESports team is a founding member of the WI Esports league. They competed with both JV and Varsity Rocket League teams. The Varsity team made the State playoffs and made it to the Elite 8.

Black Student Union gave black students of Whitefish Bay High School a safe place, helps shine a light on points of equity and access for all and provides a platform for advocacy and inclusion for the black students of Whitefish Bay High School.

GSA activities this year were educational presentations on a variety of topics under the LGBTQ+ umbrella and had club movie nights over Zoom. They also did sidewalk art in October.

Tower Times editors in chief, Livy Maillet and Molly Egan helped develop and roll out a real online presence through the new Tower Times website. With their work, they have a great foundation that will only continue to grow.

Out of the Blue had their annual art and literacy publication after a hiatus due to the pandemic.

Yearbook group worked extremely well together during this difficult year. The leadership skills that have come through along with their determination and desire to accomplish our goals with high quality work has been unprecedented.



Whitefish Bay SCHOOL DISTRICT

Whitefish Bay Schools #1
1200 East Fairmount Avenue
Milwaukee, WI 53217

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AGENDA FOR BUDGET HEARING AND ANNUAL MEETING

Wednesday, September 1, 2021

Whitefish Bay High School
Auditorium
1200 E. Fairmount Ave.

STATE OF THE DISTRICT ADDRESS – 7:00 P.M. BUDGET HEARING – 7:15 P.M.

1. Call to order by School Board President.
2. Distinction Between the Role of the School Board in Adopting the Budget Compared to the Role of the Electors in Adopting the Tax Levy.
3. Presentation of the Proposed Budget.
4. Discussion and Questions Concerning the Proposed Budget.
5. Action by the School Board to Adopt the 2021-22 Budget.

ANNUAL MEETING IMMEDIATELY FOLLOWING THE BUDGET HEARING

1. Call to Order by School Board President.
2. Verification of Published Notice of Meeting by School Board Clerk.
3. Introduction of School Board Members and Administration.
4. Election of Chairperson for Annual Meeting.
5. Adopt Rules Governing the Annual Meeting.
6. Approval of the Agenda.
7. Reading of Minutes of Last Annual Meeting.
8. Presentation of the Treasurer's Report.
9. Annual Tax Levy.
10. Salaries of School Board Members.
11. Expenses for Travel of Board Members Outside of the District for Duties of the District.
12. Authorization to Lease Facilities.
13. Designate 2021 Annual Meeting Date and Authorize 2021 Annual Meeting to Begin Immediately Following the Budget Hearing.
14. Motion to Adjourn.

An Exceptional Place to Learn



Cumberland
ELEMENTARY SCHOOL



Richards
ELEMENTARY SCHOOL



Whitefish Bay
SCHOOL DISTRICT



Whitefish Bay
MIDDLE SCHOOL



Whitefish Bay
HIGH SCHOOL



Whitefish Bay
RECREATION
Bringing Community Together