

2022 ANNUAL DISTRICT BULLETIN



Whitefish Bay
SCHOOL DISTRICT



An Exceptional Place to Learn

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Whitefish Bay School District Board of Education



Back row left to right:

- Dan Tyk
- Sandy Saltzstein
- W. Brett Christiansen
- Lynn Raines

Front row left to right:

- Pamela Woodard, Treasurer
- Anne Berleman Kearney, President
- Kristin Bencik-Boudreau, Vice President & Clerk



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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
Superintendent of Schools



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.

A Year of Gratitude - Thank You - We are extremely proud of our team members and thankful for the unyielding support and flexibility of our community during the continuing COVID-19 pandemic. We appreciate everyone's can-do spirit and resilient disposition during the 2021-22 school year. Thank you for your flexibility, your understanding, your ongoing kindness, and for remaining solution-based.

The Focus Plan - The Focus Plan continues to be our enduring mission. 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 so we remain an exceptional place to learn.

A Culture of Safety - All school community members share the collective responsibility to foster a culture of safety. Continued pandemic-related safety practices were in place much of the year with many sunsetting as our school year came to a close. The District's ongoing updates and revisions to the In-Person Learning Plan provided the balance of reasonable safety practices based upon ever changing information. The District's readiness planning ensures 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 whole child; and fostering improved levels of communication, better positions all to be safe. We will continue to proactively manage and operate our schools so that all feel safe.

Educational Equity - Educational Equity means that every student has access to the resources and educational rigor they need at the right moment in their education across race, gender, ethnicity, language, disability, sexual orientation, family background, and/or family income (WI DPI). We remain committed to the academic and the social and emotional work that is required in our schools to allow all students to learn, grow, and thrive. We continue to work diligently to support all students and families. Every student, every day. All means all, and each and every learner deserves a school they feel is theirs and meets their learning needs.

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 Library Media Centers, as well as the current elementary school Library Media Center renovations, will create improved 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



An Exceptional Place to Learn: By the Numbers

- #1 Ranked Comprehensive High School in Wisconsin - US News & World Report
- #1 Ranked School District Where Students are Most Likely to Succeed in the State - 24/7 Wall Street Special Report
- #1 Ranked High School in Milwaukee-area - Milwaukee area Business Journal
- #3 Ranked School District in the State - Niche

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

District Enrollment:	
2852	Attendance Rate
Students	95.8%

340	14.1
Employees	Student to Staff Ratio
62%	8
Teachers with a master's degree or higher	National Board Certified Teachers

60% of teachers have been here more than 7 years

ACT:	AP
Composite Score:	Scores 3+:
25.7	78%
ACT above 25: 20+ years	Exams Taken
	741
	Students
	361



Teaching & Learning Services Special Education & Pupil Services

Jamie Foeckler, Ph.D.
Director of Teaching & Learning Services

Tim Lemke
Director of Special Education & Pupil Services



EDUCATIONAL EQUITY AND EXCELLENCE SOCIAL EMOTIONAL LEARNING AND ACADEMIC GROWTH

In reflecting on the theme of a “Year of Gratitude” there is much to be grateful for from the Departments of Teaching and Learning and Special Education and Pupil Services when considering our students, staff, and families and our approach to social emotional learning and continued academic growth. Our gratitude is found in our team members who are dedicated to Whole Child Development through the delivery of Social Emotional Learning (SEL) content and curriculum across all grade levels. An essential component of SEL integration across the school community is the implementation of evidence-based practices to meet the needs of each student. Our gratitude is also found in our students who persevered through the pandemic to continue to grow academically as evidenced in formative and summative assessments as well as standardized assessments. It is important to celebrate the success we have seen in our students as well as continue to analyze areas to grow for our students as we work to create the conditions of an exceptional place to learn for all students.



**TOP 5 BEST PLACES
TO TEACH IN
WISCONSIN**

Gratitude for a Focus on Social Emotional Learning

At the elementary level, staff utilized the Caring School Community curriculum to build relationships, foster a sense of community, and to promote positive behavior through direct teaching of empathy and cooperation which lead to a setting where students felt heard, known, cared for, and safe. Elementary students engaged in daily morning and closing routines related to the SEL framework. In addition, home connection information was shared with families as an extension of the learning to outside activities.

At the middle school level, the team is utilizing the Developmental Designs approach which brought everyday strategies to be culturally responsive to students as they built relationships, developed social skills, and created a safe community for all learners. Developmental Designs worked to build on intrinsic motivation for students to engage in all aspects of their learning throughout the day. The cornerstone structure in this framework was the Circle of Power and Respect (CPR), which was conducted with all students across the building. CPR supports the adolescent's



need for relationship, autonomy, competence, and fun. CPR invites conversations around personal identity and understanding who they are, the intersection of themselves with others, and engaging in action steps to promote educational equity in the school and beyond.

At the high school level, Sources of Strength will be utilized to help support improved peer culture which will bring about a more positive outlook related to mental health and help-seeking behavior. Sources of Strength is a strengths-based approach to SEL that joins Adult Advisors and Peer Leaders to create campaigns that focus on positive, uplifting, and hopeful messaging. Sources of Strength moves beyond a singular focus on risk factors by utilizing an upstream approach for youth suicide preventions and to develop positive coping strategies.

The Department of Public Instruction Mental Health Grant has given financial flexibility to provide additional support in the area of social and emotional learning along with mental health across the District. The grant has allowed partnerships with the North Shore Center and Wellpoint Care Network to help provide consultation and professional development to staff related to mental health. Additionally, the grant has cemented partnership to provide learning to students and families related to mental health needs.

While we have seen growth with a focus on SEL, we have also seen our students continue to grow academically at all levels.



SOCIAL & EMOTIONAL LEARNING

Caring School Community is a comprehensive, research-based social and emotional learning (SEL) program that:

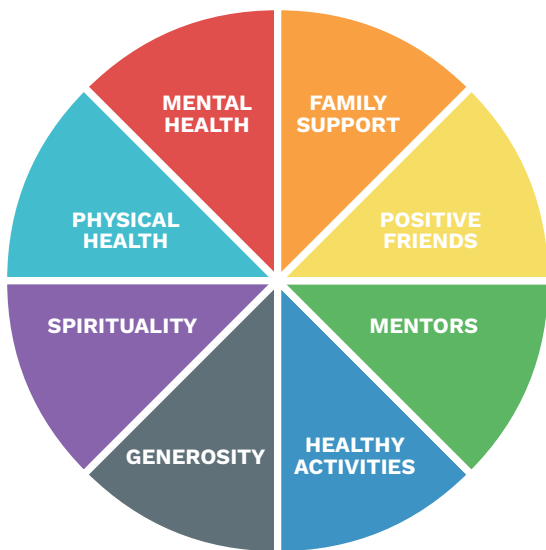
- builds school-wide community
- develops students' social skills and SEL competencies
- enables a transformative stance on student behavior/discipline.

Source: <https://casel.org/fundamentals-of-sel/what-is-the-casel-framework/>

Gratitude for Continued Growth in Academic Areas

All Whitefish Bay Schools continued to perform extremely well on the Wisconsin State Report Card and all have ratings in the **Significantly Exceeds Expectations** range. While it can be difficult to compare this most recent report card with the other report cards in previous years due to the assessment changes, we can focus on areas to continue to grow which are highlighted in the target group outcomes for the identified groups of students with special needs and English Language Learners. Additionally, Whitefish Bay School’s Focus Plan continues to provide a clear vision and mission rooted in **“addressing the needs of the whole child in a caring, inclusive environment.”**

When looking further into Whitefish Bay Schools Forward Exam trend data, there are areas of strength and areas to grow. Areas that prove to be strengths include high and steady rates of students scoring in the proficient and advanced range in ELA and Math. Areas of continued growth include improvement in proficiency for students with disabilities and Black students. Our approach in our Multi-Tiered Systems of Support (MTSS) meetings at each school focuses on reviewing all student data (formative and summative data) to make more informed instructional decisions for all students.



SOURCES OF STRENGTH

Sources of Strength is a best practice youth suicide prevention project designed to harness the power of peer social networks to change unhealthy norms and culture, ultimately preventing suicide, bullying, and substance abuse. The mission of Sources of Strength is to prevent suicide by increasing help seeking behaviors and promoting connections between peers and caring adults. Sources of Strength moves beyond a singular focus on risk factors by utilizing an upstream approach for youth suicide prevention. This upstream model strengthens multiple sources of support (protective factors) around young individuals so that when times get hard they have strengths to rely on.

Source: <https://sourcesofstrength.org/>

We continue to see high achievement from our students on the overall ACT when comparing the composite test score average to other comparable school districts. There are areas to grow when looking deeper into the data in ELA, Math, and Science as there has been a drop in the level of proficiency with the group in the 2020-2021 year when compared to other previous years (non-cohort groups). The overall drop in ACT scores was seen across the state over the past year during the COVID-19 pandemic.

Upon review of the trend of AP Exam results over the past five years, there are over 66% of students scoring 3+ on the respective exam. Additionally, we are also seeing a steady increase in the number of exams completed over the past five years (from 641 in 2018 to 741 in 2022).

In summary, the ACT and AP Exam data is available to our high school teams to further analyze to identify student needs across the building as well as on an individual level. Through action planning tied to school goals, departments are able to address student needs to identify skill gaps to fill as well as areas to grow for all students.

As the Whitefish Bay School District strives towards meeting the needs of each and every student, the focus on The Seven Thriving Dispositions supports the growth of all learners to be college, career, and life ready. Whitefish Bay Schools will continue to strengthen community partnerships, develop staff to meet the needs of students, and empower students and families in a proactive manner to leverage strength based approaches for the entire community.



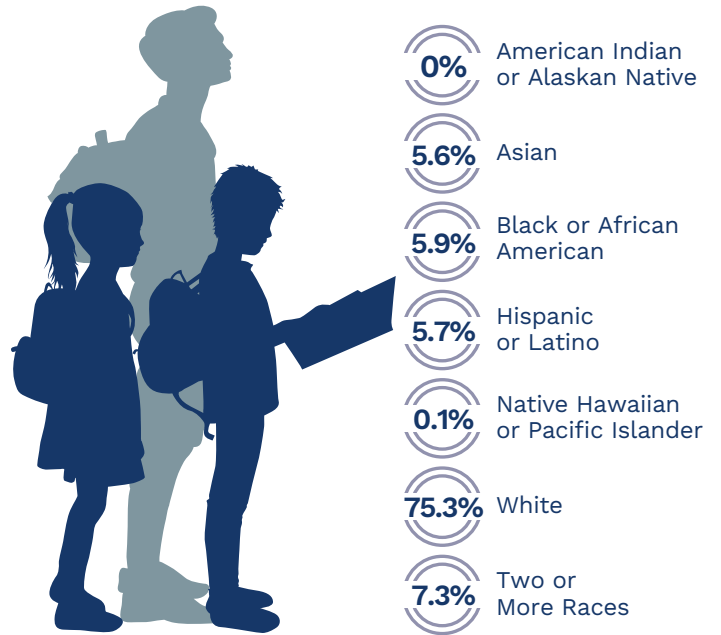
THE SEVEN THRIVING DISPOSITIONS

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

When looking further into the three question survey from the elementary buildings, there was an increase in the number of students reporting that they have a friend or adult that they can talk to if they have a problem or want to share good news. Additionally, at both elementary buildings, over 94% of the students reported that they feel like they belong at their school. Each school had the opportunity to collect this information and follow up with individual students to find out how to best address their concerns/needs. As staff continue to grow their learning about how to address the social emotional needs of students with the newly implemented Caring School Communities curriculum, there will be more opportunities to provide strategies to best meet individual student needs.

DEMOGRAPHICS & OUTCOMES

Student Groups



Student with Disabilities



Economically Disadvantage



English Learners



Score Summary

Wisconsin 2020-2021 Report Card



The district earned an overall score of 93.1 and a rating of Significantly Exceeds Expectations on the 2020-21 Wisconsin School Report Card.



*Due to the COVID-19 pandemic, please use caution when interpreting scores and ratings. Careful review of the detailed data on all pages is encouraged. Also, see www.dpi.gov/accountability.resources.

Priority Area Weights





2021-2022 BUDGET HIGHLIGHTS

The Whitefish Bay School District has long focused on making the most of community members' investment in 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.

The Whitefish Bay School District continued to experience challenges with the COVID-19 pandemic. During the 2020-21 and 2021-22 school years, Whitefish Bay Schools quickly purchased both software and hardware that was required to meet new learning structures. As a result of these purchases the District is now 1 to 1 with student technology from 5th to 12th grades.

The upcoming school year is expected to be another challenging year from a financial perspective due to enrollment changes caused by the pandemic and the one-time ESSER monies expiring. ESSER money is federal funding to address needs created by the COVID-19 pandemic. This money was the only increase in funding provided to Wisconsin public schools to cover inflationary increases in the 2021-22 and 2022-23 school years.

This fall, the Wisconsin legislature will begin the process of developing its biennial budget and stable state revenue is key to maintaining quality local programs. The largest portion of the Wisconsin State Budget is resources provided to K-12 education.

The annual budget represents the financial plan to achieve 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:**

97.07%

of the District's **revenue** is from two main sources -- **54.19%** Property Tax and **42.88%** State Aid

83.55%

of the District's **expenses** are from two main sources -- **75.16%** from Salaries/Benefits and **8.39%** from Purchased Services

Fund Balance: The District maintains a general fund balance of \$16,944,240 (July 1, 2021) which is 37.00% 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



2022-23 TAX LEVY ESTIMATE:

School district property taxes can include levies for general operations, debt service, capital expansion and community services. Our estimated tax levy for 2022-23 is \$20,826,744.

\$19,529,526

General Fund Tax Levy Estimate:
2.62% increase from 2021-22

\$1,097,912

Debt Service Tax Levy Estimate:
-.48% decrease from 2021-22

\$199,306

Community Service Fund Estimate:
-.84% decrease from 2021-22

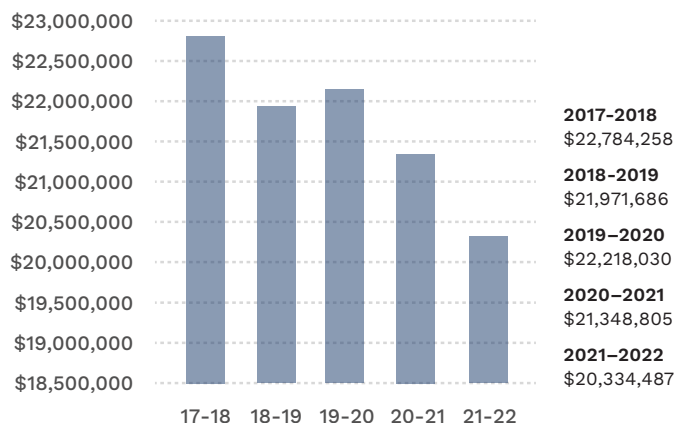
The combined 2022-23 Tax Levy: 2.42% increase

2022-23 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 \$2,519,736,700). Levy rates are shown in "mills" or property tax dollars levied per \$1,000 of value.

\$7.75/per \$1,000 General Fund	\$.44/per \$1,000 Debt Service
\$.08/per \$1,000 Community Service	\$8.27/per \$1,000 Total Mill Rate

TAX LEVY HISTORY:



Budget Summary - All Funds

2022-2023 Proposed Expenditures, Revenue, Tax Levy, and Tax Rate

FUND 10-GENERAL	Actual 2020-21	Budget 2021-22	Budget 2022-23
Assets at end of year (Account 700 000)	\$17,654,108	\$15,494,402	\$15,466,947
Liabilities at end of year (Account 800 000)	\$671,706	\$0	\$0
Fund Equity at end of year (Account 900 000)	\$16,982,402	\$15,494,402	\$15,466,947
REVENUES			
Local Sources (100)	\$0	\$0	\$0
Local Sources (200)	\$20,706,627	\$19,631,262	\$20,152,926
Interdistrict Sources (300+400)	\$50,455	\$40,625	\$44,000
Intermediate Sources (500)	\$11,468	\$6,000	\$0
State Sources (600)	\$15,207,905	\$15,746,740	\$15,454,182
Federal Sources (700)	\$549,475	\$673,277	\$352,068
Other Sources (800+900)	\$62,926	\$35,000	\$35,000
TOTAL REVENUES-FUND 10	\$36,588,856	\$36,132,904	\$36,038,176
EXPENDITURES			
Instructional Expenditures (Function 100 000)	\$17,380,057	\$18,710,442	\$18,672,568
Support Services (Function 200 000)	\$11,848,689	\$14,601,503	\$12,729,518
Non-Program Transactions (Function 400 000)	\$4,606,049	\$4,308,959	\$4,663,545
TOTAL EXPENDITURES-FUND 10	\$33,834,795	\$37,620,904	\$36,065,631
FUND 23-SPECIAL PROJECTS-TEACH	Actual 2020-21	Budget 2021-22	Budget 2022-23
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 2020-21	Budget 2021-22	Budget 2022-23
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	\$4,732,722	\$5,641,293	\$5,836,053
TOTAL EXPENDITURES	\$4,732,722	\$5,641,293	\$5,836,053
FUND 39-DEBT SERVICE FUND	Actual 2020-21	Budget 2021-22	Budget 2022-23
Assets at end of year	\$334,139	\$334,139	\$334,139
Liabilities at end of year	\$0	\$0	\$0
Fund Equity at end of year	\$334,139	\$334,139	\$334,139
TOTAL REVENUES	\$1,440,704	\$1,383,830	\$1,331,140
TOTAL EXPENDITURES	\$1,436,019	\$1,383,830	\$1,331,140

FUND 40-CAPITAL PROJECTS FUND	Actual 2020-21	Budget 2021-22	Budget 2022-23
Assets at end of year	\$11,801,871	\$11,899,971	\$11,998,271
Liabilities at end of year	\$0	\$0	\$0
Fund Equity at end of year	\$11,801,871	\$11,899,971	\$11,998,271
TOTAL REVENUES	\$1,170,445	\$100,100	\$100,300
TOTAL EXPENDITURES	\$3,925	\$2,000	\$2,000
FUND 50-FOOD SERVICE FUND	Actual 2020-21	Budget 2021-22	Budget 2022-23
Assets at end of year	\$27,426	\$24,646	\$20,856
Liabilities at end of year	\$0	\$0	\$0
Fund Equity at end of year	\$27,426	\$24,646	\$20,856
TOTAL REVENUES	\$8,911	\$14,220	\$16,310
TOTAL EXPENDITURES	\$9,468	\$17,000	\$20,100
FUND 60-AGENCY FUND	Actual 2020-21	Budget 2021-22	Budget 2022-23
Assets at end of year	\$93,428	\$93,428	\$93,428
Liabilities at end of year	\$0	\$0	\$0
Fund Equity at end of year	\$93,428	\$93,428	\$93,428
FUND 70-TRUST FUNDS	Actual 2020-21	Budget 2021-22	Budget 2022-23
Assets at end of year	\$18,921,547	\$18,561,867	\$18,129,623
Liabilities at end of year	\$0	\$0	\$0
Fund Equity at end of year	\$18,921,547	\$18,561,867	\$18,129,623
TOTAL REVENUES	\$723,637	\$560,811	\$215,893
TOTAL EXPENDITURES	\$615,809	\$560,811	\$575,573
FUND 80-COMMUNITY SERVICES FUND	Actual 2020-21	Budget 2021-22	Budget 2022-23
Assets at end of year	\$2,173,064	\$1,467,300	\$1,467,300
Liabilities at end of year	\$540,238	\$0	\$0
Fund Equity at end of year	\$1,632,826	\$1,467,300	\$1,467,300
TOTAL REVENUES	\$769,111	\$1,634,500	\$1,843,006
TOTAL EXPENDITURES	\$1,425,066	\$1,800,026	\$1,843,006
TOTAL EXPENDITURES-ALL FUNDS	Actual 2020-21	Budget 2021-22	Budget 2022-23
Transfer from General Fund to Fund 27	\$42,199,325	\$47,040,626	\$45,798,444
		\$3,798,892	\$4,047,801
		\$43,241,734	\$41,750,643
TAX LEVY-GENERAL FUND	Actual 2020-21	Budget 2021-22	Budget 2022-23
General Fund	\$20,048,873	\$19,030,262	\$19,529,526
Debt Service Fund	\$1,108,839	\$1,103,225	\$1,097,912
Community Service Fund	\$191,093	\$201,000	\$199,306
Prior Year Tax Chargeback	\$0	\$0	\$0
TOTAL SCHOOL LEVY	\$21,348,805	\$20,334,487	\$20,826,744
Percentage increase - total levy from prior year			2.42%
AMT. USED FROM RESERVE (10 & 80)	\$2,098,106	(\$1,653,526)	(\$27,455)



Buildings & Grounds

Brian Chase
Director of Buildings & Grounds/Safety



Providing an Exceptional Place to Learn

The Buildings and Grounds Team is committed to providing all students, staff, and visitors with safe, clean, and well maintained facilities. The department provides long-range planning, energy management, safety, and community use of district 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.

EMERGENCY OPERATIONS AND SCHOOL SAFETY PLANS

provide an organized method to mitigate, prevent, prepare, respond, and recover from incidents. These plans are evaluated regularly by a safety committee of stakeholders and are updated to best support the needs of our staff and students.

FACILITY UPDATES AND MAINTENANCE

are under continuous review through long-range planning and maintenance requests. Areas that inform the planning process include assessment of components such as masonry, roofs, HVAC, asphalt, safety/security measures, and flooring. Prioritization is driven by factors such as Regulations or Code Compliance, Integrity of Physical Plant/ Building Envelope, Student/Educational Benefit, Safety, and major equipment purchases that exceed the regular budget.

Capital Projects

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

- | High School Lighting Replacement to LED
- | Masonry restoration at High School
- | Richards and Cumberland Library Media Center and Computer Lab renovations
- | HVAC equipment and controls replacement in both Elementary Library Media Centers and the 1996 Middle School addition
- | District/HS Maintenance garage roof replacement

Maintenance Management System

- | 792 Reactive Maintenance work orders completed
- | 787 Preventive Maintenance work orders completed

Energy Management Program

Energy savings help maintain and improve educational programming.

20.5% reduction in utility usage 2003 to the present



Recreation Department

Carin Keland
Director of Recreation Department



Return to Recreation

As the pandemic evolved, the Whitefish Bay Recreation and Community Education Department continued to adapt programs while prioritizing the health and safety of participants and families. The community's need for educational, cultural, and social programs has reemerged while working towards finding our new normal. It has been exciting to see the community rally in support of recreation and get active again through health and wellness activities.

This year, many programs returned to in-person schedules including gymnastics, aquatics, fitness classes, and the Connects Before and After School Programs. Despite the challenges brought on by the pandemic, the Recreation and Community Education Department's mission to improve the quality of life for Whitefish Bay residents never wavered. With renewed enthusiasm, the Recreation and Community Education team continued to bring in new offerings, as well as improve upon many existing programs. This past year, there was increased participation in programs like Youth Tennis, Middle School Ski and Board Club, and Summer Youth Enrichment Programming and Camps. There was also increased use of the pool and community fitness center through personal training, aqua fitness programs, and swim instruction.

The Recreation and Community Education Department is thankful for the Whitefish Bay residents' "Return to Recreation" and for continued trust to plan programming that is safe, fun, and promotes wellness and life-long learning for all.



2,000+

elementary students participated in School's Out Care at Richards and Cumberland Elementary Schools.

\$6,000

secured for the Community Garden through Business Sponsorship.

460

youth tennis participants filled the Recreation and Community Education tennis courts during the summer of 2021, participating in lessons or competitive recreation programs.

- Family Fun Swim was introduced to the community as a way to bring small groups of families into the high school pool for private swim time.
- Two free Senior Fun Luncheons were offered with 100 seniors participating.
- Connects Parent/Guardian Satisfaction Survey results showed that over 50% percent of those who participated in the survey were Extremely Satisfied with the care provided in the Connects Before and After School Program.
- Twenty-two competitive recreation gymnasts participated in an Inaugural Spring Skills Expo at the High School Memorial Gym that showcased skills and routines for their families and friends.

“I'm very impressed with the Connects folks and very happy with the program. They are very friendly, genuinely great with the kids, and make me feel good to have my child spend time there.”

- Connects Family



Cumberland Elementary

Jayne Heffron
Principal

Rebecca Salomon
Associate Principal



Gratitude Abounds

As we inched back towards pre-pandemic typical, the resilience of students, families and staff was on display daily at Cumberland during the 2021-22 school year. Singing is back, echoing from classrooms and regular tag games returned to physical education. Students flexed with changing protocols without missing a beat. In short, joy arrived on time at Cumberland, as it always does.

Focusing on social and emotional learning, Caring School Community structures provide a foundation for strengthening connections and relationships, and the intentional building of social skills in school is supported by home conversations and activities related to the Social Emotional Learning program. Academically, small group instruction targets student learning levels and flexible groups insure that all students are making gains.

This year, there was a renewed focus on celebrating a strong sense of community from the individual classroom level, to the broader school community within Cumberland, and with families outside of the school day. Buddy classrooms, a class from the primary level paired with an upper grade classroom, met regularly and it was heartwarming to see the sweetness of these student to student connections. Beyond school, the Cumberland PTO hosted multiple family events including hot cocoa socials on the playground and outdoor movie nights. The joy of being together is palpable.

With more than a dozen languages being spoken by Cumberland students it is natural for Cumberland students to learn about places beyond Whitefish Bay and to see commonalities across boundaries. As collaborators, problem solvers, and deep thinkers, Cumberland students demonstrate many times a day their care for each other and for the world.



89.9

Cumberland earned an overall score of 89.9 and a rating of Significantly Exceeds Expectations on the 2020-21 Wisconsin School Report Card.

21,571

items circulated by the library before the April packing of the collection.

- 86% of students demonstrated proficiency in reading and 88% of students demonstrated proficiency in math during winter STAR testing.
- 2 additional teachers achieve National Board Certification.
- Classes earned more than 90 classroom parties schoolwide, celebrating positive classroom communities with kind and respectful student behaviors.
- 77 fifth graders participated in Student Council, planning Spirit Days, collecting more than 500 items for the Humane Society, and raising \$3735 for Capable Canines of Wisconsin Service Dog program.
- 'Dancing Through the Decades,' the all-school Spring Sing and art display was held outdoors on a glorious day with more than 2000 in attendance!
- Cumberland's PTO brought back monthly Fun Lunch, disbursed more than \$10,000 in teacher purchase requests, and hosted an annual Book Fair.

“Our boys find so much joy in each day, each experience, and each adult they interact with at Cumberland. Positive school interactions lead to positive school culture.”



- Cumberland Parent



Richards Elementary

Alix Kasmarick
Principal

Katie Petersen
Associate Principal



Grateful for our Joyful Learning Community

A strong sense of community has always been a hallmark of Richards Elementary School and this remains true today. The Richards staff, families, and greater school community members are connected by a commitment to supportive and engaging experiences for learners. Students bring energy, curiosity, and compassion to classrooms, hallways, and playgrounds each day and they each contribute to the Richards community through daily class meetings, monthly all-school meetings, Student Council, and more.

This year, Illustrative Mathematics, a problem-based core curriculum rooted in content and practice standards to foster learning and achievement for all, was introduced into 5K-5th grade classrooms. Students are **learning by doing** math by constructing and discovering solutions, applying learning to new situations, and collaborating frequently with classmates. Richards also adopted Caring School Community, a comprehensive, research-based social and emotional learning (SEL) program that builds school-wide community, develops students' social skills and SEL competencies, and enables a transformative stance on discipline, emphasizing community over compliance. Work in literacy continued as well, refining a workshop in which students apply strategies as authentically as possible, employing choice and building independence and agency as readers and writers.

All students at Richards participate in music, art, physical education, and library classes each week. Music offerings expand to include orchestra in fourth grade, and both orchestra and band in 5th grade. Students in grades 1-5 participate in Spanish class as well. Additional opportunities include the Learning Fair, Spelling Bee, after school Lego clubs, and many on-site after school opportunities offered by the Whitefish Bay Recreation Department.



93.3

Richards earned an overall score of 93.3 and a rating of Significantly Exceeds Expectations on the 2020-21 Wisconsin School Report Card.

- 89% of students demonstrated proficiency in reading and 91% of students demonstrated proficiency in math during winter STAR testing.
- 96% of students report a sense of belongingness at school, as measured by a student perception survey.
- The Annual Hunger Task Force Dinner & Food Drive collected \$5,700 and 1,350 pounds of food for families in our Milwaukee community.
- \$2,000 was raised for the MACC fund by the Student Council.
- Sixty-six students participated in Student Council through four committees: Leadership, Problem-Solving, School Spirit and Community Connectors, and School Newspaper: The Tiger Times.
- A Fine Arts Festival included an art show and integrated arts performance as well as lunch on the lawn for all families.
- The Richards PTO plays a huge role in enriching the experience of students through the work of over 35 committees. This year's High Interest Day included almost 40 sessions for students to select based on passions and interests.

“I am proud to teach at Richards. I work alongside caring, devoted teachers who truly want what is best for their students. I am supported by parents who ask, “What do you need?”, and mean it. And I get to watch students learn and grow together every day. It's pretty special.”

- Richards Teacher



Whitefish Bay Middle School

Mike O'Connor
Principal

Matt Rose
Associate Principal



Moving On by Moving Forward

Despite the lingering impact of the pandemic, the educators of Whitefish Bay Middle School are thankful to move forward with projects that enrich the academic experience of Middle School students. A number of changes that had previously been paused were revisited with renewed enthusiasm this school year. Illustrative Mathematics was implemented at all grade levels, further enabling students to solve complex problems and deepen their conceptual understanding of math. Sixth grade science and social studies teachers built integrated experiences between content areas that enabled students to transfer key literacy skills. Several new 8th grade elective classes were offered to students for the first time, including Science of Technology, Digital Music, and Computer Science for Innovators & Makers.

A Safe, Supportive Environment

A critical aspect of the mission of the Middle School is to support students' self-discovery through positive risk-taking and social development. Returning to a more typical school year, staff doubled-down on this commitment through an intensified focus on relationships. Daily advisory groups were one place to make this happen. Through small-group meetings in a Circle of Power and Respect, educators could support social-emotional learning in safe spaces. The club and activity program returned this year, giving students access to explore their interests with traditional favorites such as Student Council and Forensics, as well as new opportunities like Knit Lit and Diversity Club.



34 students participated in the first-ever virtual Forensics season.

228 students returned to in-person athletics in 9 sports.

104 students participated in our first on-stage musical performance since 2019.

- 175+ students, parents/guardians, and staff co-authored a vision and mission statement for our school.
- 43 Homeroom classes ran each morning to give students a safe space and soft landing to start their day.
- 97% of all students reported they have a friend at school they can turn to if they have a problem.
- Percentage of students who met the District benchmark in STAR Math:
 - o 6th Grade = 85%
 - o 7th Grade = 86%
 - o 8th Grade = 82%
- Percentage of students who met the District benchmark in STAR Reading:
 - o 6th Grade = 81%
 - o 7th Grade = 83%
 - o 8th Grade = 74%

“ I felt like in every class, my child gets the chance to learn, grow, and feel safe to make mistakes. ”
- WFBMS Parent



Whitefish Bay High School

Amy Levek
Principal

Julie Henningsen
Associate Principal



Leaning into Change

“In the midst of chaos, there is also opportunity.”— Sun-Tzu

While the last year presented its fair share of challenges, it also offered countless stories of compassion, grit, and creativity among the students and staff at Whitefish Bay High School. COVID required that “the way we do things,” both in the classroom and outside of it, be continually re-examined, and in many instances, adjusting to the new normal only enhanced teaching, learning, and school operations for students and families. Whitefish Bay High School students dove into a time of change and uncertainty with passion, conviction, and appreciation for each and every opportunity. Students and teachers found a way. Full classrooms, refreshed Homecoming traditions, Winter Spirit Weeks, robust online resources, virtual parent/guardian presentations, and a healthy balance between high and low tech learning inspired connection, perspective, and deep appreciation for all that students, staff, and teachers could do. The world was tough but the Dukes were tougher.

Our School Improvement Plan focuses on:

- Rigor with Support, defined by engagement and proficiency on AP tests
- Responsive Teaching as measured by course grades and consistent intervention practices
- Student Engagement/Wellness, measured by participation in school activities, student survey data, and specific actions to support the social-emotional health of students.

AVID is a framework that underpins each of these goals. We are proud to report that Whitefish Bay High School is certified AVID schoolwide, with an elective course at each grade level for the first time since initial implementation. Further, Whitefish Bay High School was again named a Level 1 Wisconsin Advanced Placement Pacesetter School for high levels of access and excellence in AP scores. 68% of all graduating seniors pass at least one AP exam with a score of 3+ and that percentage increases each year. 84% of students participate in at least one sport or activity at the High School and those who do report an increased sense of belonging to school. Looking ahead, Sources of Strength, a universal framework for social-emotional health for high schools, will be implemented in the coming school years.



94.5

The High School earned an overall score of 94.5 and a rating of Significantly Exceeds Expectations on the 2020-21 Wisconsin School Report Card.

25.8

Average ACT Composite score of 25.8 over the last 20+ years.

- Host to six international exchange students.
- By senior year, 88% of students report that WFBHS is preparing them for the future they have in mind.
- First cohort of students successfully completed four years with the African American Youth Initiative.
- 80% of students with IEPs and 78% of Black and biracial students indicate they have a trusted adult in the building, each exceeding the school wide average.

“WFB students come to (college) miles ahead of many students, which I fully credit to the work of Bay’s English department. Don’t take for granted the books you read, essays you write, and discussions you engage in - they are going to pay off substantially in the long-run.”

- WFBHS Alumni



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 opportunities to educational, social, and emotional development of the whole child. They also provide students opportunities to learn the rules, skills, techniques and strategies, and the competitive and cooperative attitudes of sport, and to demonstrate what has been learned through interscholastic competition.

574
Total Athletes

288 Student Athletes play 1 sport

286 Student Athletes play 2 sports

29 Sports Offered

126 Athletes named all conference

17 seniors will continue athletics in college



Boys Cross Country placed 3rd at Sectionals; sent two individuals to the State Meet

Girls Cross Country placed 1st at Sectionals

Girls Tennis placed 2nd at Sectionals; qualified six for the Individual State Tournament

Football advanced to Level 3 of the State Tournament

Girls Swim & Dive finished 2nd in the North Shore Conference; placed 2nd at Sectionals

Boys Soccer won the Regional & Sectional Championships

Boys Volleyball won the D1 Regional Championship

Boys Basketball ended with a record of 17-9.

Girls Basketball won the D2 Regional Championship

Wrestling Team won their first conference dual in 10 years, advancing 11 wrestlers to Sectionals and three female wrestlers to the first Girls Wrestling State Tournament

Boys Ski sent two individuals to the State Tournament

The Dance Team finished 7th place out of 15 teams at Regionals

Gymnastics placed 1st at Sectionals

Cheer Team won the WACPC 2022 Non-Stunt State Championship, the first in school history

Boys Track won the D1 Regional Championship; 13 individuals qualified for the State Championship

Girls Track placed 2nd in the North Shore Conference; won the Regional and Sectional Championships; advanced 16 to the State Championship and finished 7th overall

Girls Lacrosse finished the season with a 13-2 record and made it to the State Quarterfinals

Boys Tennis finished 2nd in the North Shore Conference; 5 qualified for the Individual State Tournament

Girls Soccer won Regional & Sectional Championships

Baseball placed 2nd at Sectionals

NORTH SHORE CONFERENCE CHAMPIONS

- Girls Cross Country (23rd consecutive year)
- Girls Tennis (2nd consecutive year)
- Football (2nd consecutive year)
- Boys Soccer (3rd consecutive year)
- Gymnastics (5th consecutive year)
- Baseball (3rd consecutive year)
- Girls Soccer (5th consecutive year)

GATORADE STATE PLAYER OF THE YEAR

- Mitch Voit - Baseball

COACH OF THE YEAR

- Robby Dubinski - Girls Soccer - NFHS Coaches Association Coach of the Year for Soccer
- Jay Wojcinski - North Shore Conference Baseball Coach of the Year

WIAA DIVISION 2 TEAM STATE CHAMPIONS

- Gymnastics

INDIVIDUAL STATE APPEARANCE

- Girls Cross Country 4th place
- Girls Swim & Dive 10th place
- Boys Soccer - 2nd place
- Girls Ski - 17th place
- Girls Track - 7th place
- Boys Track - 21st place

INDIVIDUAL STATE CHAMPIONS

- Kate Graham - Gymnastics (Floor)

ALL AMERICAN

- Mitchell Dryden - Boys Soccer
- Joe Brunner - Football
- Allie Swietlik - Girls Lacrosse (Academic)
- Lucia Englund - Girls Soccer

NORTH SHORE CONFERENCE PLAYERS OF THE YEAR

- Will Smith - Boys Soccer
- Joe Brunner - Football & Track
- Nick Jorndt - Football
- Reid Jamerson - Football
- Grace Reimers - Tennis
- Paige Plemel & Bryn Gonzales - Tennis
- Finn Holdredge - Boys Swim
- Lucia Englund - Girls Soccer
- Lola Kolawole - Girls Track
- Mitch Voit - Baseball

WIAA SCHOLAR ATHLETE

- Kate Graham - was selected as 1 of 32 statewide finalists for the 2022 WIAA Scholar Athlete Award

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 42 total activities and 459 students participated. Either virtually or in person, our clubs were determined to provide our students with the opportunity to compete, perform, publish and provide opportunities for growth. It is important to provide students with opportunities to participate and the students, advisors, and families helped play an integral role in achieving that goal.

Get Involved: Explore, Lead, Serve

459 students were involved

268	Students participated in one	191	Students participated in two or more
42	total activities	3	clubs/activities gave performances
8	new clubs this year	8	provide leadership and service
8	clubs/activities participated in competitions	3	publish
		12	provide enrichment

“ I think when we as students participate in activities, whether it be Rock Climbing, Crafts, or Robotics, we are able to find a sense of community with other people who share our same interests and love for the activity, as well as learn a lot about ourselves along the way. My personal experience with the Rock climbing team has taught me a lot about what it means to be a leader and how that translates into cultivating an environment where people feel seen and free to join in. I’ve met a lot of amazing people through climbing, and I’m so thankful to have been a part of such an awesome team these past three years at WFBHS. ”

- WFBHS Student



Best Buddies hosted events such as a Mario Kart Party and a Halloween Party. They had tight-knit Peer Buddy pairs who became close friends, helping to make our school a more inclusive and welcoming place.

Debate Team qualified five debaters for the Wisconsin State Debate Tournament and one member placed 7th overall as a speaker in the division.

Mock Trial Team had a team place 1st, 2nd, and 3rd at their regional tournament, which was the first time the program has ever finished with the top three teams. The top team qualified for State.

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

Rock Climbing Team had seven individuals qualify for the State Tournament and placed 11th.

Bay Gives Back had over 100 students participate. They collected over 4,000 lbs of food for Riverwest Food Pantry; collected and delivered gifts to children for the Holiday Season at Windlake Academy (7th annual); sponsored 250 children through the Fun for Foster Drive; donated all proceeds from the Boxes of Love Holiday Sale to Variety of Wisconsin; baked and delivered cookies; and collected 38 units of blood through the Blood Drive.

Theater Program produced three outstanding plays this year: The Musical Comedy Murders of 1940, Fiddler on the Roof, and The Curious Incident of the Dog in the Night-Time. The musical, Fiddler on the Roof received numerous Jerry Awards, including the Outstanding Musical Award.

Robotics Team competed at the FTC State Championship, were in the Finalist Alliance, won the Think award, and finished in 2nd place in the Connect Award.

Math Team had 38 students participate in the National Mathematical Association of America American Mathematics Competition (MAA AMC). One student qualified for the American Invitational Mathematics Exam (AIME).

German Club performed extremely well at the Southeastern Wisconsin Regional German Speaking Contest and advanced six members to the State Competition.

Forensics Team qualified six members to the State Championship where two members placed 1st.

Black Student Union took a trip to The Black Historical Museum of Milwaukee and the Sherman Phoenix, and ended the school year with a positive “For the Culture” night, highlighting hot topics and alumni who are making a difference.

GSA shared presentations about the LGBTQ+ community, watched a few movies, and created pride pins.

Tower Times developed new ideas/sections, expanded reporting, and published both online and in print.

Garden Club helped harvest 7,000 lbs of food for the Hunger Task Force.



Whitefish Bay SCHOOL DISTRICT

Whitefish Bay Schools
1200 East Fairmount Avenue
Milwaukee, WI 53217

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AGENDA FOR BUDGET HEARING AND ANNUAL MEETING

Wednesday, September 7, 2022

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 the 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 2022-23 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 2023 Annual Meeting Date and Authorize 2023 Annual Meeting to begin Immediately following the Budget Hearing.
14. Motion to Adjourn.

An Exceptional Place to Learn



Whitefish Bay SCHOOL DISTRICT



Cumberland
ELEMENTARY SCHOOL



Richards
ELEMENTARY SCHOOL



Whitefish Bay
MIDDLE SCHOOL



Whitefish Bay
HIGH SCHOOL



Whitefish Bay
RECREATION
Bringing Community Together