



**Welcome to Richards!**



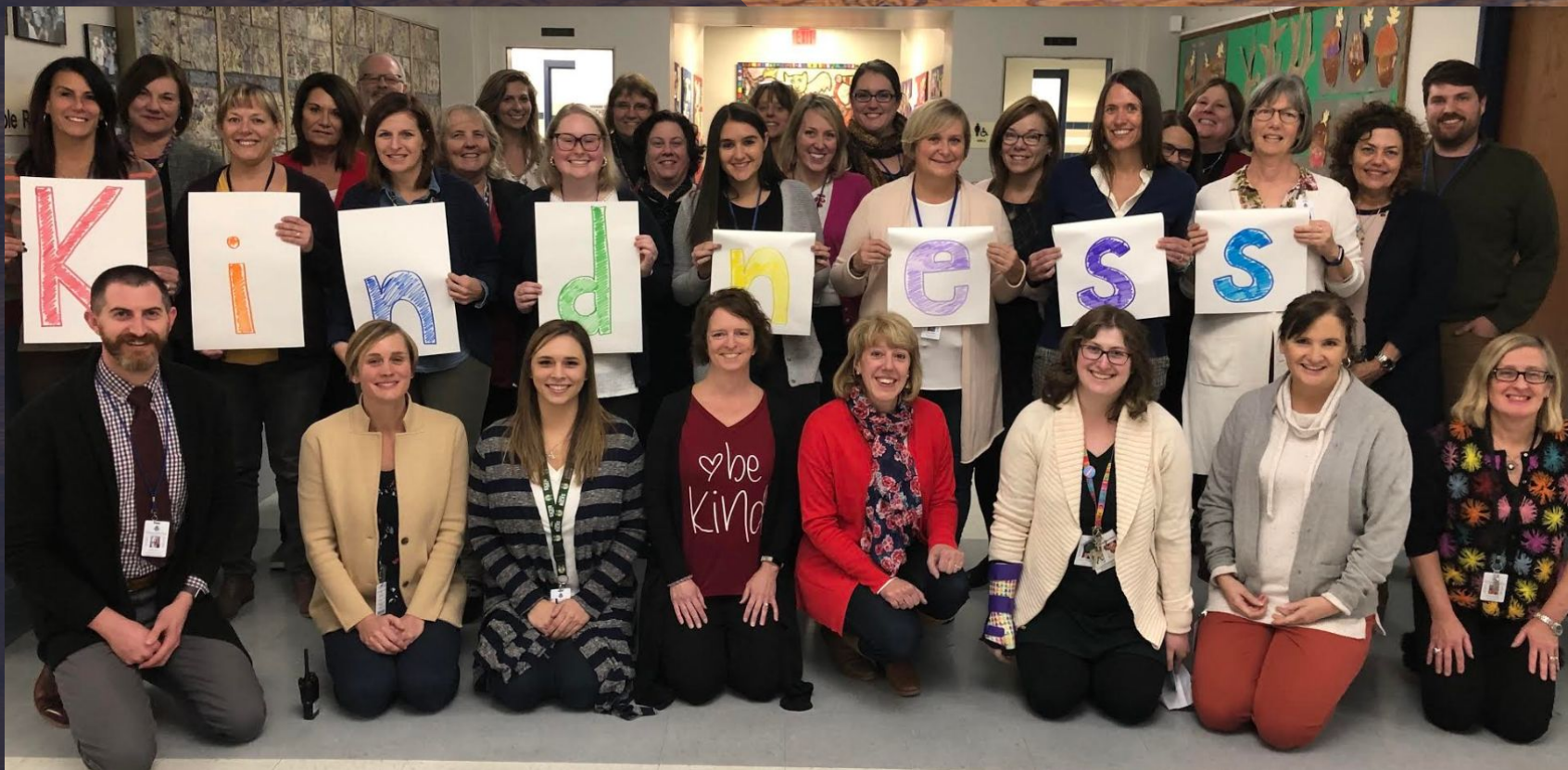
# Who We Are: Students



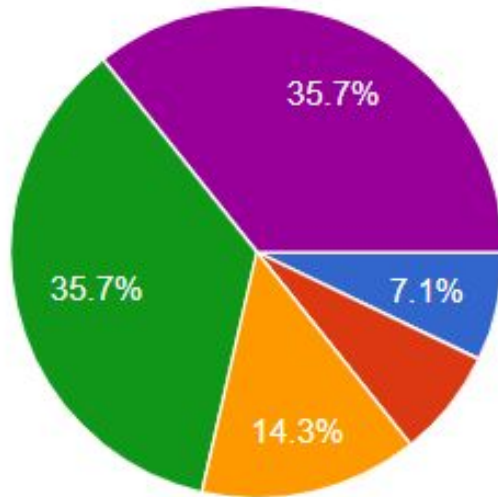
White, Non-Hispanic	85%
Black/African-American	5.3%
Hispanic	4.2%
Asian/Pacific Islander	5%
Students w/ Disabilities	6%
Students w/ Developing English Proficiency	2.7%



# Who We Are: Staff



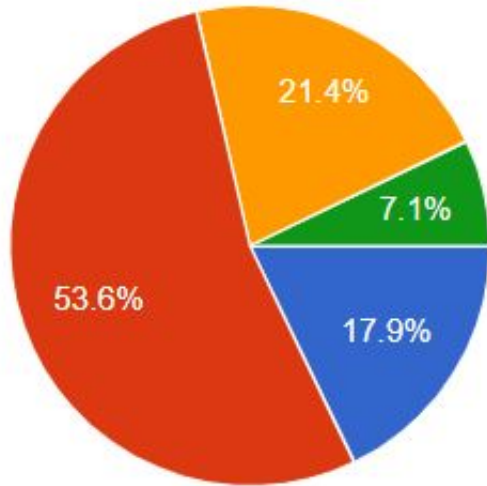
# Who We Are: Years of Teaching Experience



- 1-5 years
- 6-10 years
- 11-15 years
- 16-20 years
- More than 20 years



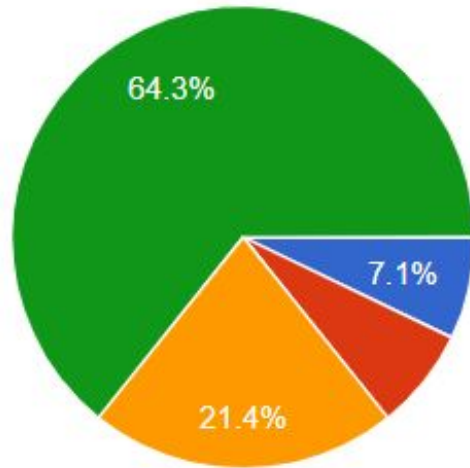
# Who We Are: Teaching Locations



- Whitefish Bay only
- WFB plus other places in Wisconsin
- WFB plus other places in the US
- WFB plus other places in the world



# Who We Are: Levels of Education



- Bachelors
- Bachelors plus credits
- Masters
- Masters plus credits
- PhD/EdD





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 & KEY STRATEGIES

### Academic Achievement & Engaging 21st Century Learning

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

- Develop exemplary standards-based curriculum and assessment.
- Develop and implement data-driven, differentiated instruction across all grade levels and subject areas.
- Develop and implement timely, comprehensive support systems to ensure success for every student.
- Ensure access to reliable, secure and sufficiently robust technology infrastructure that facilitates transformational educational practice.

### 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.

- Conduct a strengths and needs analysis, including the development of a student feedback process to inform the continuous improvement of a caring, inclusive and culturally responsive environment.
- Provide professional development for all staff members about nurturing the whole child.

CLIMBLAND ELEMENTARY | RICHARDS ELEMENTARY | WHITEFISH BAY MIDDLE SCHOOL | WHITEFISH BAY HIGH SCHOOL | LIDELL COMMUNITY CENTER

An Exceptional Place to Learn

## Richards Shared Beliefs & Commitments

### We believe that:

- Equity\* and excellence are possible for our school
- All students bring valuable assets to our school community and are capable of success. Diversity strengthens our school.
- Disrupting inequity begins with our own beliefs and actions.
- All adults are educators. We have a collective responsibility to meet the needs of all students.

### We are committed to:


- Helping students recognize and value differences in one another.
- Advancing access to rigorous and high quality instruction for all through proactive and collaborative curriculum design.
- Maximizing the varied expertise of staff in flexible learning environments that are reflective of the overall student population.
- Providing all students with choice, independence, and opportunities to pursue passion.

\*\*\*\*\*

### \*What do we mean by equity?

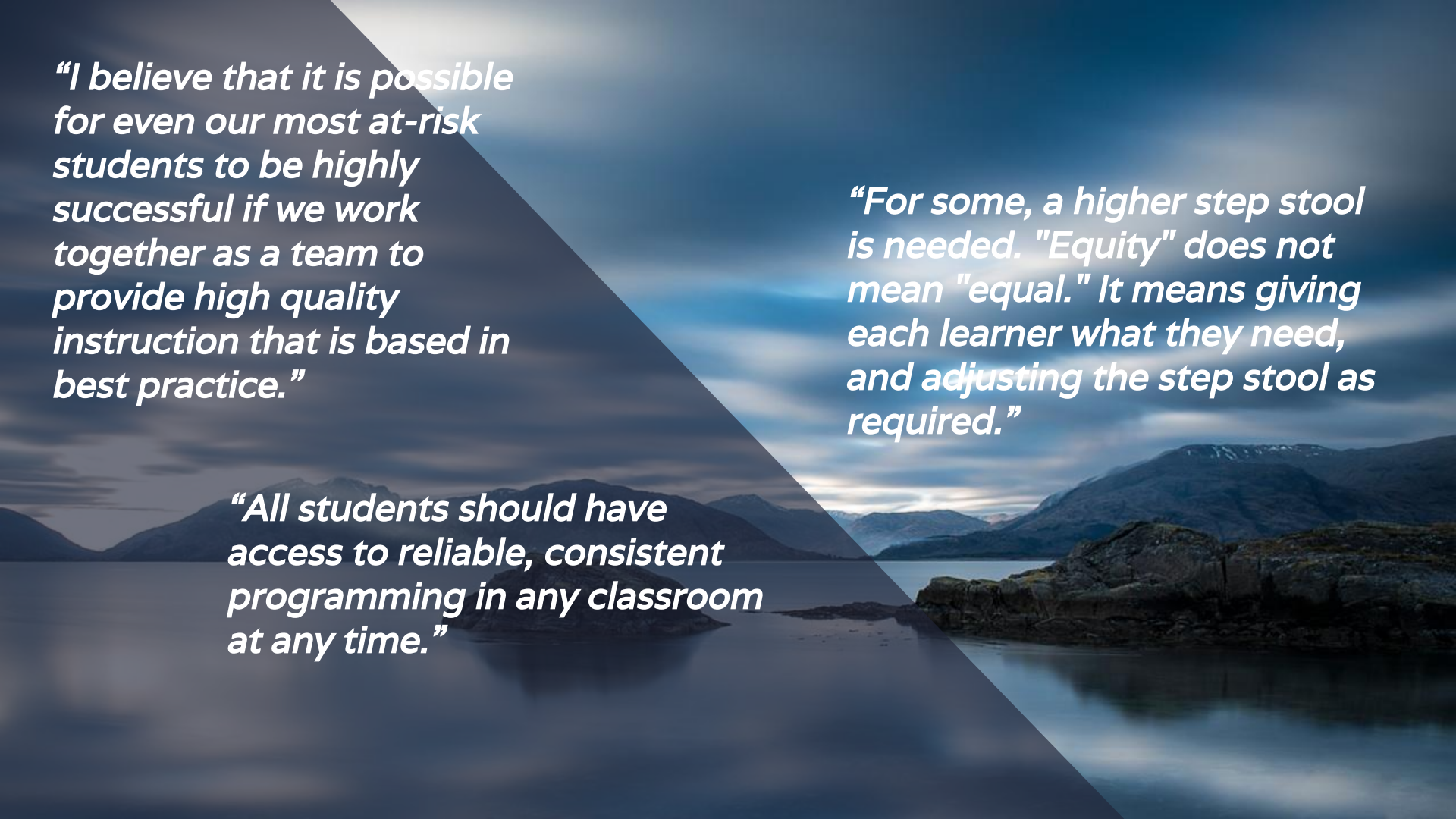
- Advancing the learning of literally all students in the school
- Disrupting and attending to the entire range of inequalities across race, ethnicity, social class, ability, gender, sexual/gender identity, language and their intersections



The background of the image features a close-up of autumn leaves in shades of purple, red, and orange. A diagonal line splits the image from the top-left to the bottom-right. The area to the left of this line is a solid dark grey, while the area to the right shows the detailed texture and colors of the leaves.

**We believe that  
equity and  
excellence are  
possible for our  
school.**





*“I believe that it is possible for even our most at-risk students to be highly successful if we work together as a team to provide high quality instruction that is based in best practice.”*

*“For some, a higher step stool is needed. “Equity” does not mean “equal.” It means giving each learner what they need, and adjusting the step stool as required.”*

*“All students should have access to reliable, consistent programming in any classroom at any time.”*

**We believe that all students bring valuable assets to our school community and are capable of success. Diversity strengthens our school.**

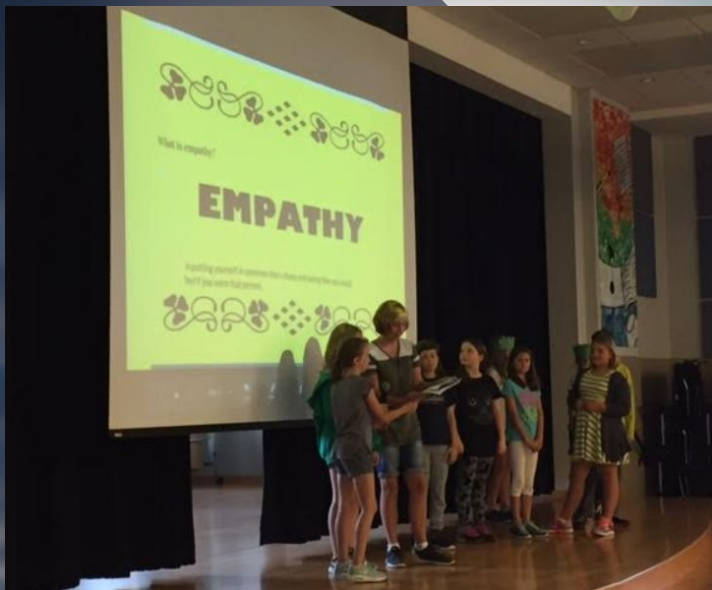




P



5th Grade Kindness Retreat



School Meeting Performances




Morning Meetings



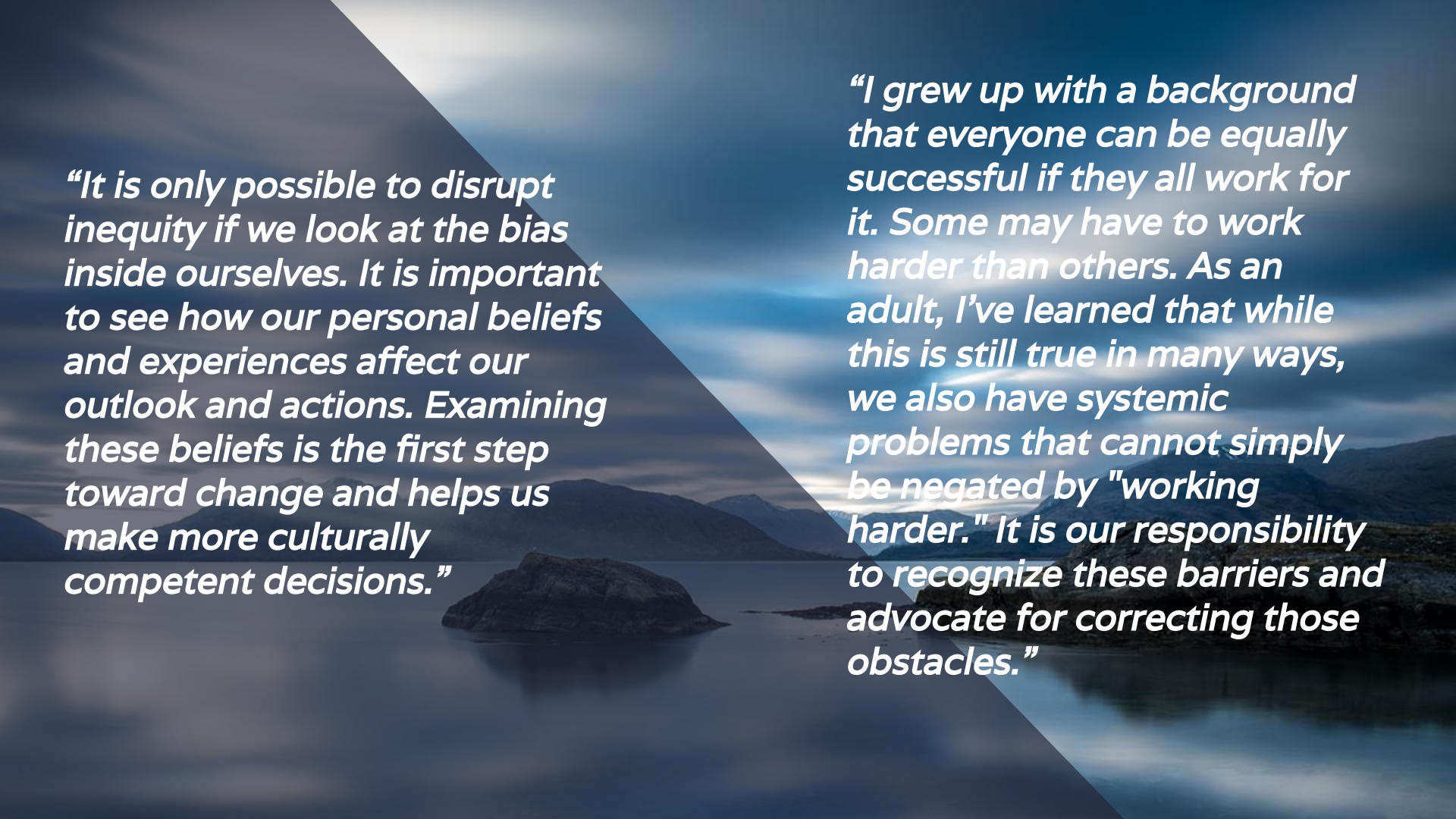


All students included for mini lessons,  
language studies, and encore




**We believe that  
disrupting  
inequity begins  
with our own  
beliefs and  
actions.**





*“It is only possible to disrupt inequity if we look at the bias inside ourselves. It is important to see how our personal beliefs and experiences affect our outlook and actions. Examining these beliefs is the first step toward change and helps us make more culturally competent decisions.”*

*“I grew up with a background that everyone can be equally successful if they all work for it. Some may have to work harder than others. As an adult, I’ve learned that while this is still true in many ways, we also have systemic problems that cannot simply be negated by “working harder.” It is our responsibility to recognize these barriers and advocate for correcting those obstacles.”*

The background of the image features a close-up of autumn leaves in shades of purple, red, and orange. A dark, semi-transparent diagonal overlay covers the left side of the image, providing a high-contrast background for the white text.

**We believe that  
all adults are  
educators. We  
have a collective  
responsibility to  
meet the needs  
of all students.**



*“At Richards, my team takes ownership of all students in the grade level and look for ways to help all students in our grade level - not just the 24 students in our classrooms.”*

*“Whenever other adults are in my classroom they work with all the students in the classroom, not just the student(s) they have been assigned to help.”*

*“Paraprofessionals know and interact with all students in a classroom, Math Interventionist works with classroom staff to support best practices in education for core instruction, GT Coordinator/ IRC supports Tier 1 Work within the classroom, Grade Level teams work collectively to support a Problem Solving Team even when student concerns are outside of their own classroom, PE, Library and Music staff serve as CICO Coaches.”*

# We show the Richards Way by being . . .



## PBIS - Positive Behavior Intervention System



The Richards Elementary Leadership Team dove into the 2018-2019 student discipline data, last Summer, to determine next steps for continuous improvement for the 2019-2020 school year.

School Improvement Plan SLO

**We will reduce the number of minor physical contact reminders, from the 2018-2019, by 25% from the baseline of 111 minor physical contact reminders.**







***“The goal of Positive Behavior Support is not ‘perfect children’. Rather the goal should be creating the perfect environment for enhancing their growth.”***

***~Randy Sprick***





# Perfecting our environment means...

- Refining our behavioral support at both Tier I & II
- As a PBIS team, we review data to determine the needs of our students and building.
  - Recess - minor physical activity
  - Lining Up (Developed a new procedure)
  - Hallway Transitions
- Each month we have a school meeting which focuses on how we can continue to build a greater community through:
  - Be Respectful and Kind
  - Be Safe
  - Be Responsible
- School meetings also introduce new students to our community and showcases student talents!







## Playground Environment

- Use data to identify that playground was in need of re-teaching and decreasing minor physical contact
- Conducted a recess rodeo to teach and re-norm our behavioral expectations



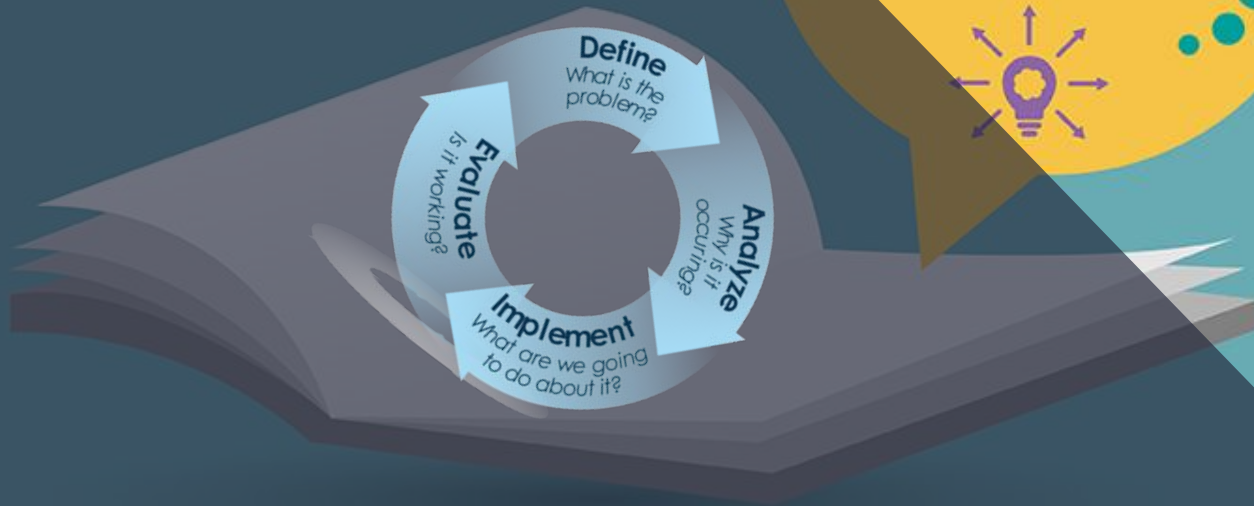


# Staff Responses to Recess Rodeo

“Much needed reinforcement of playground rules coming not from just the classroom teachers, but from administration and other school coaches. This makes them more global Richards rules and not just ‘3rd grade teacher’ playground rules.”

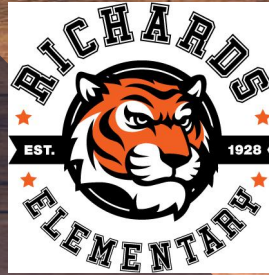
“It is great for all adults and kids to hear the same message so we know that we have all heard them. This way, there is more consistency and we can be assured that kids are clear on expectations.”

# PBIS





# PBIS

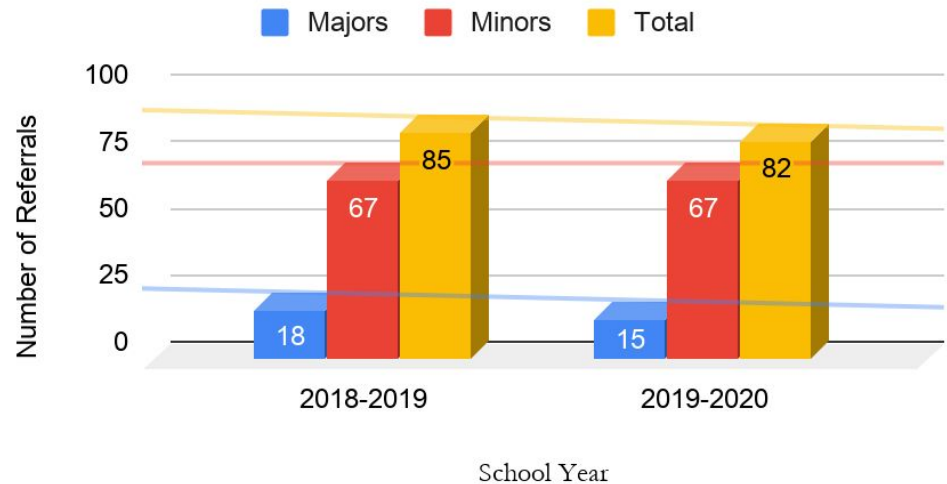


# Data

2018-2019 v. 2019-2020 (To-Date)

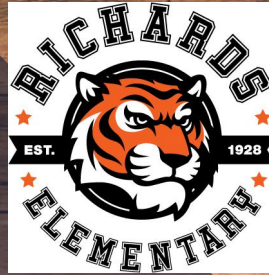
	Majors	Minors	Total
2018-2019	18	67	85
2019-2020	15	67	82

Major & Minor Referrals ('18-'19 & '19-'20)



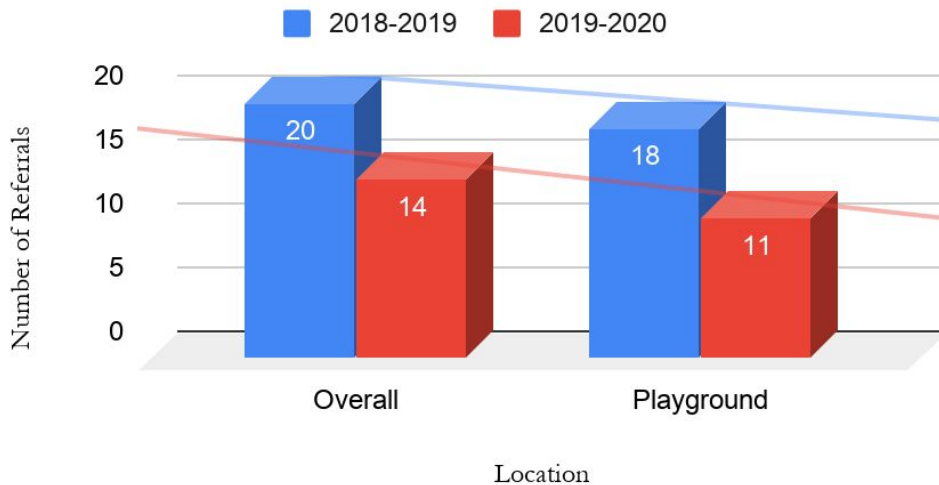
We will reduce the number of minor physical contact reminders by 25% from the baseline of 111 minor physical contacts.

# PBIS



# Data

Playground Incidents (Major & Minor)

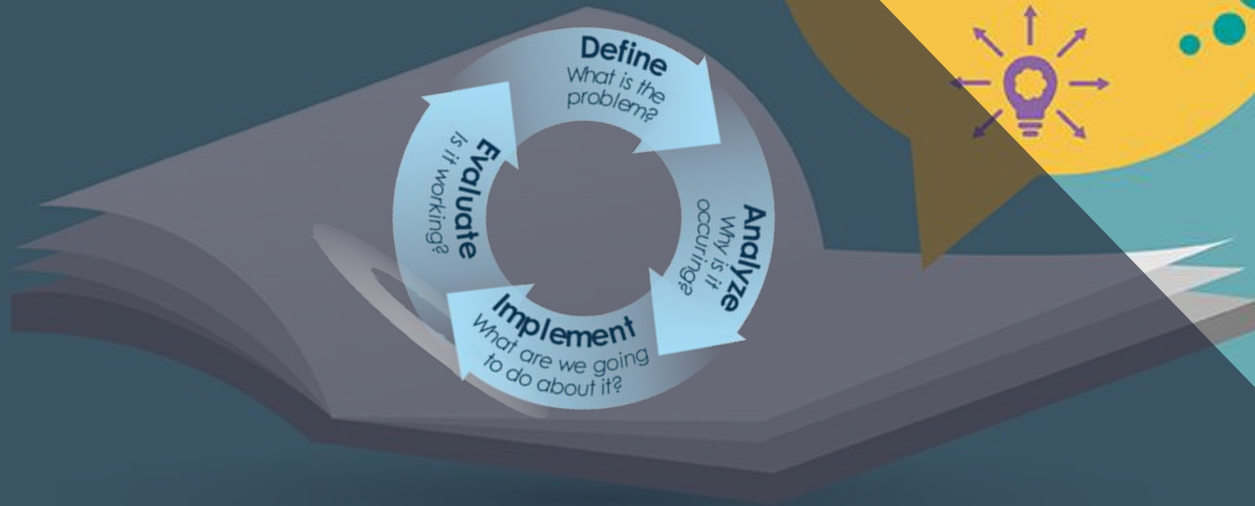


	Overall	Playground
2018-2019	20	18
2019-2020	14	11

We will reduce the number of minor physical contact reminders by 25% from the baseline of 111 minor physical contacts.



# Deeper Data Dive



# What is Risk Ratio?

- A measure of relative risk (i.e. the probability of an event occurring in one group as compared to the probability of that event occurring in a comparison group)
- Commonly used to look at the equity of outcomes, because it is based on percentages, not individuals
- When used in education, the comparison group is typically white students
- It is not diagnostic (does not tell us “why”), but does prompt us to ask more questions to find out why and where we may need to target more areas of improvement.

# How is Risk Ratio Calculated?

- You count only 1 referral per student.
- Total number of referrals for each subgroup divided by the total number of students in that subgroup.
  - Boys: 107 referrals divided by 310 boys in the school (Gives us the risk index for boys)
  - Girls: 43 referrals divided by the 340 girls in the school (Gives us the risk index for girls)
- Then: Risk Index of Target Group (Boys)/Risk Index of Comparison Group (Girls) Result: We have our Risk Ratio or the Risk/likelihood the target group receives a particular outcome in relation to the comparison group



# PBIS Next Steps



- 1) PBIS team to review Risk Ratio data
- 2) PBIS team to share data with the full staff
- 3) Scenario analysis by full staff for professional learning and continued consistency.
- 4) Continue collecting data and monitoring of our growth throughout the year.
- 5) Determine how we will share this information with you (the community and the School Board)

## 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.

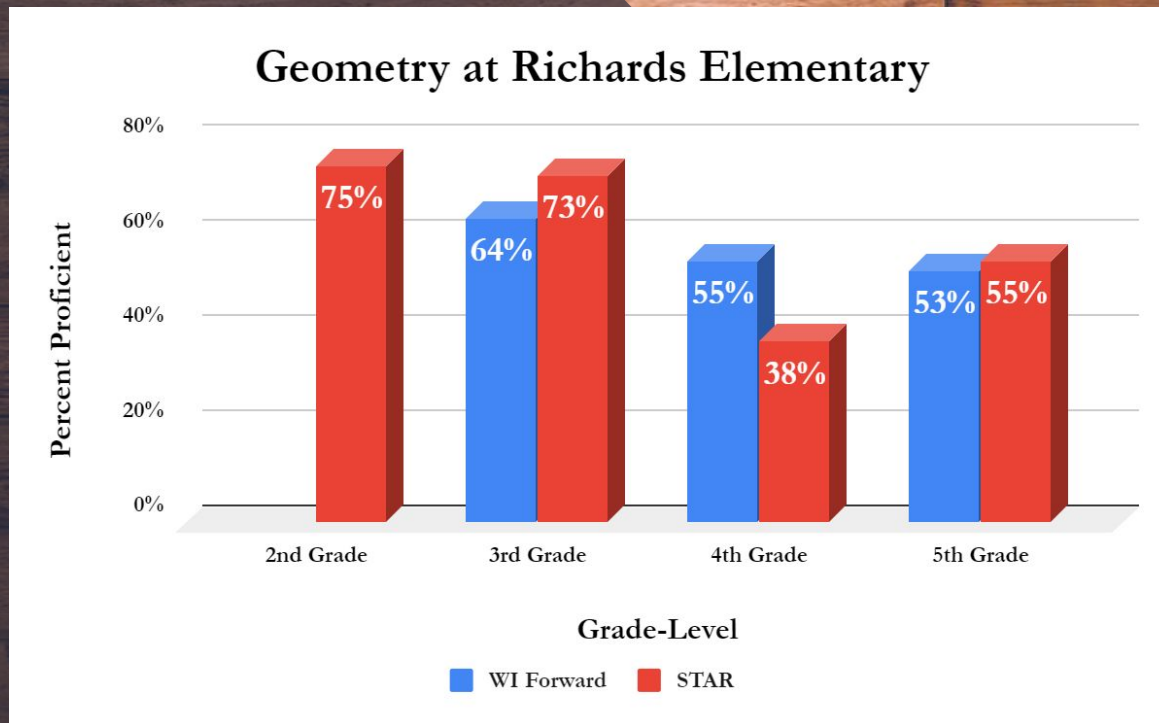
- ① Conduct a strengths and needs analysis, including the development of a student feedback process to inform the continuous improvement of a caring, inclusive and culturally responsive environment.
- ② Provide professional development for all staff members about nurturing the whole child.

**We are committed  
to advancing access  
to rigorous and high  
quality instruction  
for all through  
proactive and  
collaborative  
curriculum design.**





# 2019 WI Forward & STAR Mathematics Proficiency



# Geometry Focus

## Promoting Excellence for All

A Report from the State Superintendent's Task Force on Wisconsin's Achievement Gap



### Chapter 1

### Geometry, K-6

#### Overview

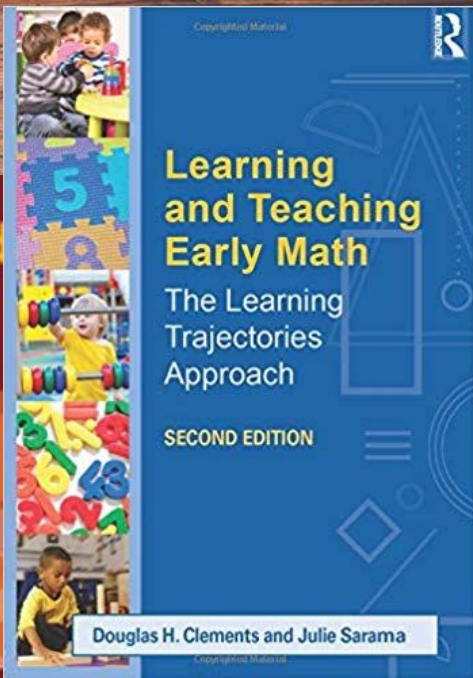
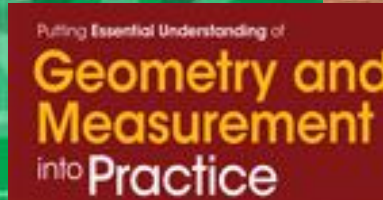
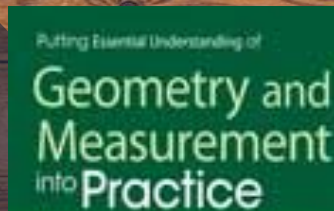
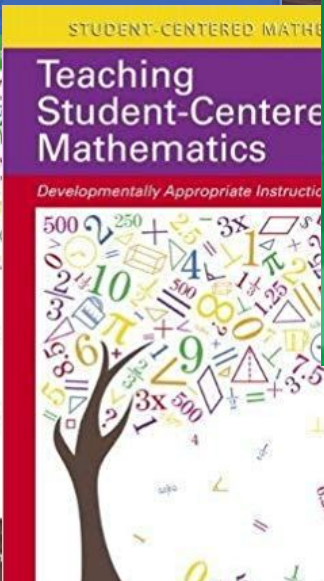
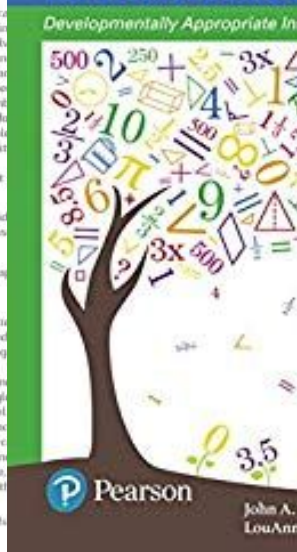
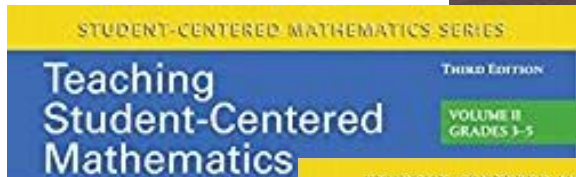
Like core knowledge of number, core geometric concepts and spatial thinking are important in and of themselves, and their connection to mathematics with the physical world, an important role in modeling phenomena whose origins are physical, for example, as networks or graphs. The reason is that they support the development of mathematical concepts and skills. Thus, geometry is essential for many reasons: its mathematical content, its relevance to engineering, and many other subjects, and its connections.

This progression discusses the most important trajectories of geometry according to three categories.

- Geometric shapes, their components (e.g., sides, angles, and their properties), and their categorization based on these properties.
- Composing and decomposing geometric shapes.
- Spatial relations and spatial structuring.

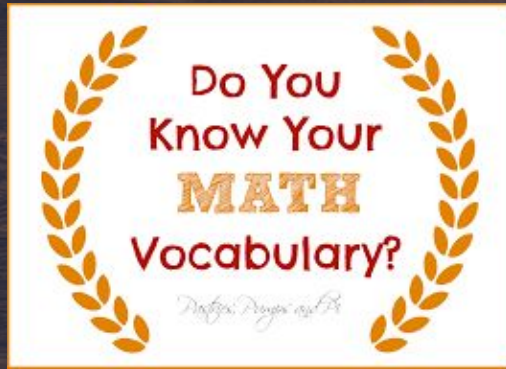
Geometric shapes, components, and properties develop through a series of levels of geometric and spatial thinking. As with all of the domains discussed in the Progression, development depends on instructional experiences. Students cannot reliably distinguish between examples and non-examples of categories of shapes, such as triangles, rectangles, and squares. With experience, they progress to the next level of understanding shapes in ways that are visual or spatially differentiating systems. At this level, students can recognize shapes, but cannot form mathematically-constructed figures. A given figure is a rectangle, for example, like a door. They do not explicitly think about the

*Draft, 27 December 2014, comment at consensusreports.org*

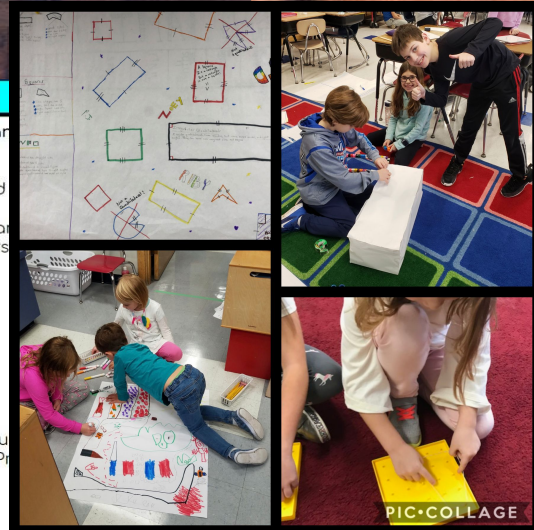




# Teachers, across all areas, have been implementing. . .



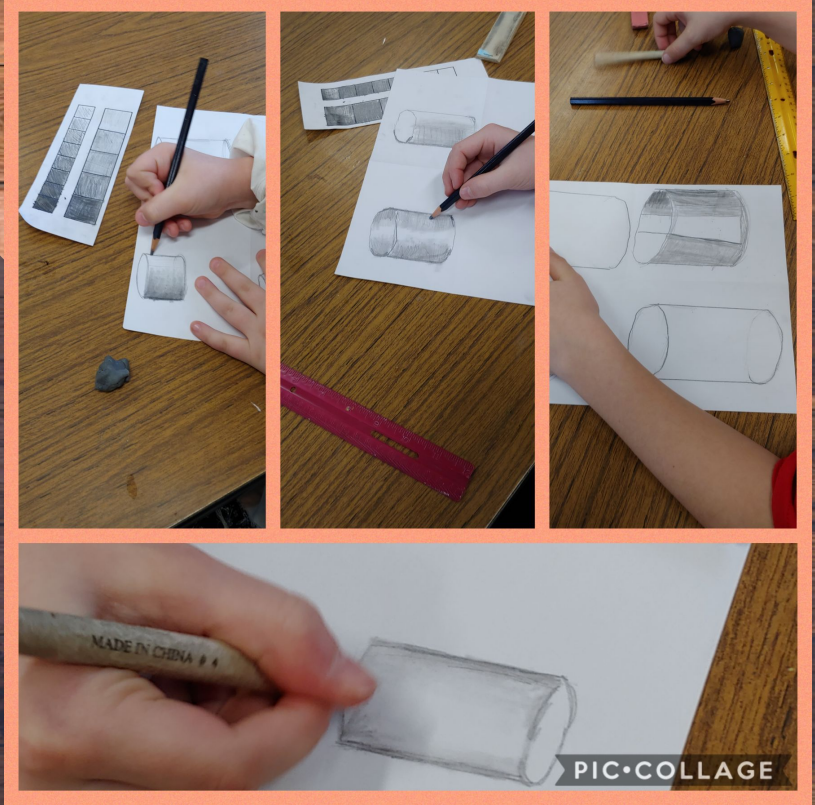
## MATH ROUTINES



Kinder.	First	Second	Third	Fourth	Fifth
Array Attribute Circle Classify Compose Cone Cube Cylinder Face Hexagon Rectangle Side Sphere Square Triangle 3-Dimensional	All of Kindergarten and.....  Closed Figure Composite Shape  Equal Share Fourth of Half circle Half of Halves Hexagon One- fourth Quarter of Quarter circle Triangle 2-Dimensional Vertex	All of First and.....  Angle Edge Fourths Geometric Solid Line One-third Pentagon Quadrilateral Thirds	All of Second and....  Area Congruent Eighths Endpoint Hexagon Line Segment Polygon Parallel Lines Parallelogram Perimeter Plane Figure Point Quadrilateral Rectilinear Figure Rhombus Side of a Polygon Sixths Square Unit Thirds Tiling Trapezoid	All of Third and....  Acute Angle Angle Measure Arc Area Measure Congruent Degree Endpoint Intersecting Lines Line Line of Symmetry Line Segment Line Symmetry Figures Obtuse Angle Protractor Ray Right Angle Right Triangle Perpendicular Lines	All of Fourth and....  Axis Base of a Solid Figure Coordinate Plane Coordinate System Coordinates Cubic Unit Formula Intersect Ordered Pair Origin Perpendicular Plane Quadrants Right Rectangle Pr  Solid Figure Unit Cube Volume X Axis X Coordinate Y Axis Y Coordinate



## Rectangular Prisms & Ellipticals in PE



## 3-D Shapes and Shading in Art (5th Grade)



**We are committed  
to providing all  
students with  
independence,  
choice, and  
opportunities to  
pursue passion.**





Art Club at Lunch



Learning Fair



Student Council





Makerspace



High Interest Day

**We are committed  
to maximizing the  
varied expertise of  
staff in flexible  
learning  
environments.**





# Strategy groups

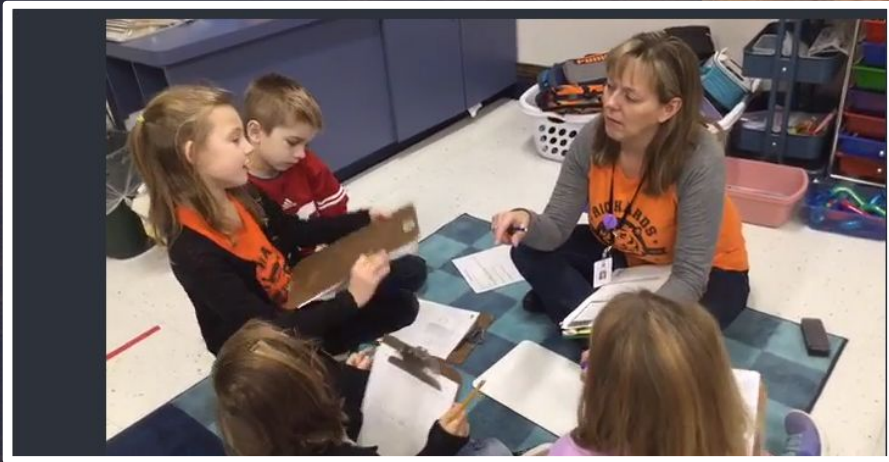
- All students working on same strategy
- Same or different text is read which may or may not be chosen by the teacher
- Students grouped by strategy, not level
- Connect/complement, teaching point, modeling, guided practice, summary for transfer



# CONFERRING







# STRATEGY GROUPS

<https://cloud.swivl.com/v/0311f2e0884d8f4695dc1fb73e71f4ba>



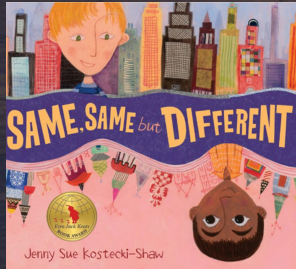
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**We are committed  
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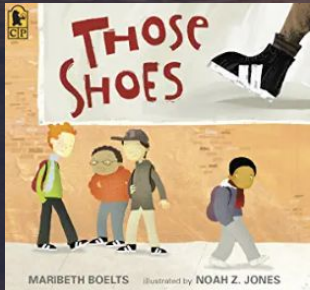




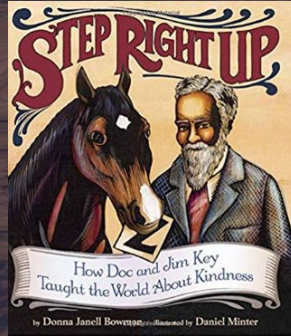
1st Grade:  
Same, Same, but Different



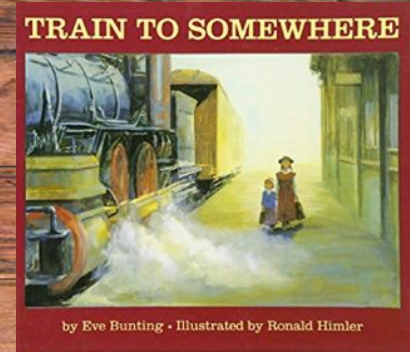
2nd Grade:  
Like No One Else



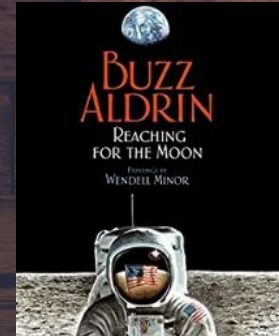
3rd Grade:  
Immigration & Diversity



4th Grade:  
Walk in Someone Else's Shoes



5th Grade:  
It Takes a Leader







1st Grade Social Studies Unit

Festival of Lights Learning



An aerial photograph of a winding asphalt road through a desert landscape. The road curves from the bottom left towards the top right. The image is split diagonally from the top right corner. The left side is dark, and the right side is a bright, golden-brown color, suggesting a sunset or sunrise. The terrain is arid with sparse vegetation and visible erosion patterns.

**ONWARD!**

**Thank you for allowing us  
to share our  
bright spots!**