

Yalonda Graham, Principal



Hartford Avenue University School

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Grades K4 - 8

2227 East Hartford Avenue
Milwaukee, WI 53211

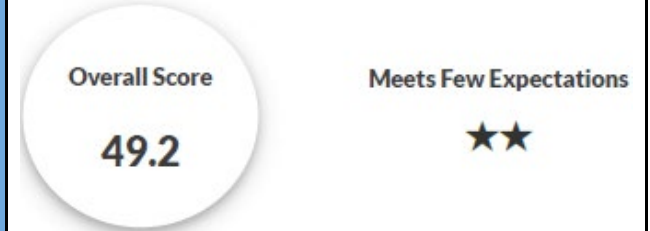
School Improvement Plan At-A-Glance 2023- 2024

[Submit Feedback](#) - your feedback is important and helps us to improve.

State Report Card

Please use caution when interpreting scores and ratings. Multiple years of data impacted by the COVID-19 pandemic are used throughout the report card.

See <https://dpi.wi.gov/accountability/resources> for more details.



ESSA Accountability Report 2021-2022:
Comprehensive Support and Improvement - Lowest Performance

[Notice of Educational Options](#)

Vision and Values

School Improvement Goals and Strategies

Vision:

We envision Hartford University School to be the premier college preparatory school within MPS by engaging all students in rigorous academics, culturally responsive practices, and a safe learning environment.

Values:

Hartford University School staff strives to provide students the opportunity to soar towards College and beyond. They achieve these lofty goals by providing rigorous Academic opportunities and standards, while encouraging students to immerse themselves in the arts and extracurricular activities.

District Key Metrics

1. Schools will demonstrate a 5% increase in the number of students who score proficient in math and English language arts (overall and disaggregated by groups) on the state assessments from the spring of 2021-22 to the spring of 2023-24.
2. Schools will demonstrate a 10% decrease in the number of students who score below basic in math and English language arts (overall and disaggregated by groups) on the state assessments from the spring of 2021-22 to the spring of 2023-24.
3. Schools will increase the percentage of students (overall and disaggregated by groups) graduating by 10% as measured by the four-year graduation rate in WISEdash.
4. Schools will maintain a 95% attendance rate.
5. Schools will have 100% of students regularly attending (90% of the time).
6. Schools will reduce the racial/ethnic disproportionality in referrals, identifications and disciplinary procedures through the use of equitable practices as part of a multi-tiered system of support.

ACCELERATING LEARNING GOAL: Every student will reach academic excellence/proficiency at every grade level and graduate on time ready to meet their future success.

Academic Theory of Action: If we teach Tier 1 instruction using district adopted literacy curriculum with fidelity and data-driven differentiated instruction aligned to grade level standards, then we'll see an increase in assessment scores within the classroom and across the school population, which leads to closing gaps in reading across the school and district assessments.

CULTIVATING EQUITABLE LEARNING ENVIRONMENT GOAL: Every student will thrive as a result of a positive school climate and culture in which all students are supported, valued and respected.

Culture/Climate Theory of Action: If we give teachers specific strategies to promote positive behavior in students to use as part of their Classroom Management system, then we will see a decrease in instructional interferences, which will lead to a decrease in escalated behaviors and Office Discipline Referrals from the classroom.