



Daniel Hand High School



Daniel Hand High School NEASC Decennial Accreditation Report



School and Community Context

1

Demographics

Madison is an affluent shoreline community with 18,000 residents. Median income: \$156,171. 63% hold bachelor's degrees or higher.

2

School System

Six schools total with declining enrollment from 2,763 (2018-19) to 2,365 (2023-24). Projected to rebound to 2,500 by 2025-26.

3

Performance

97.3% graduation rate. 93.6% college entrance rate.



PROFILE OF A GRADUATE

DHHS Mission Statement

Our primary purpose is to graduate enthusiastic life-long learners who are responsible global citizens. Daniel Hand High School students, in collaboration with educators, parents/guardians, and the community, will develop as motivated, self-reliant, creative, and ethical individuals who respect

Critical Thinking

Inquiry

Posing, pursuing, and refining significant questions to deepen understanding about a topic or issue.

Analyzing

Examining information/data/evidence from multiple sources to identify possible underlying assumptions, patterns, and relationships in order to make inferences.

Creative Thinking

Idea Generation

Studying a problem, need or model (mentor text, political piece, documents, art work, etc.) to consider limitations and imagine new solutions /transformations.

Design

Engaging in a process to refine a product for an intended audience and purpose.

Self-Direction

Self-Awareness

Examining current performance critically to identify steps/strategies to persist.

Decision Making

Make responsible decisions, based on potential outcomes.

Global Thinking

Citizenship

Identify, analyze, and contribute to critical issues in society in an ethical and responsible manner.

Alternate Perspectives

Interpret or critique complementary and competing approaches, experiences, and worldviews in order to develop an empathetic perspective.

Collaboration & Communication

Collective Intelligence

Working respectfully and responsibly with others, exchanging and evaluating ideas to achieve a common objective.

Product Creation

Effectively use a medium to communicate important information.



NEASC Standards

Standard 1: Learning Culture

Standard 2: Student Learning

Standard 3: Professional Growth

Standard 4: Learning Support

Standard 5: Learning Resources



Foundational Elements Met



Physical, Social, and Emotional Safety

1.1a, Learning Culture: Safe environment for students and adults.

4.1a, Learning Support: Intervention strategies in place to support all learners



Transferable Skills

1.2a, Learning Culture: Core values and beliefs align with graduate profile.

2.2a, Student Learning: Written curriculum in a consistent format for all courses



Professional Practices

3.1a, Professional Practices: Current school improvement plan in place.

5.1a, Learning Resources: Physical plant supports delivery of programs

Priority Area for Growth I

Goal

Complete the process of writing curricula driven by our core values and beliefs for the remaining content areas (physical education, health and wellness, and the performing arts). Fully embed the profile of graduate capacities and rubrics into the curricula adopted by the Madison Public Schools Board of Education.

Curriculum Completion

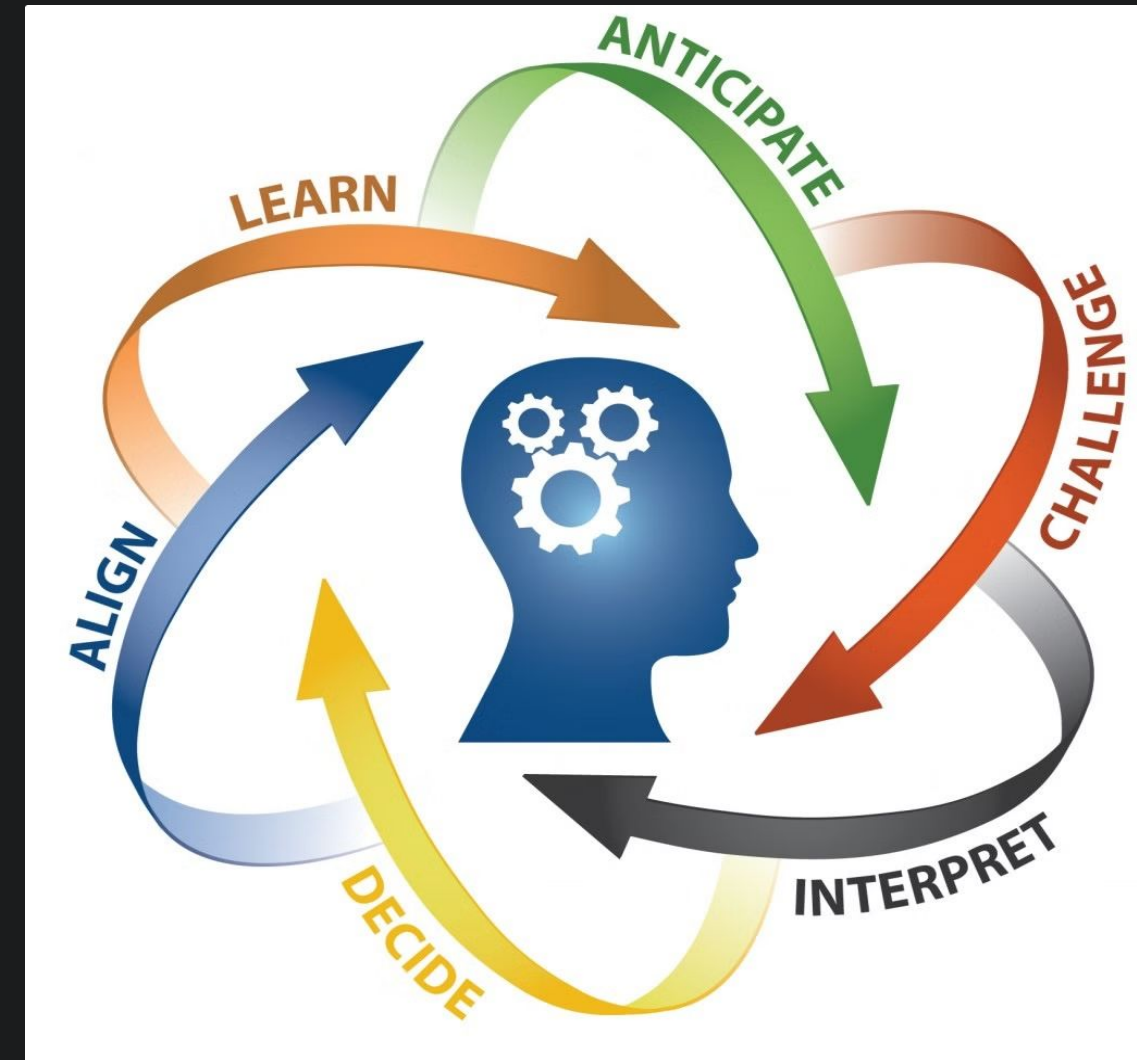
Curricula are now complete for all content areas.

Profile Integration

Profile of a Graduate is embedded using common language.

Recommended Next Steps:

- Analyze data from performance-based assessments within PLCs to identify trends in students' mastery of the portrait of a graduate capacities
- Continue utilizing the curriculum review cycle to ensure portrait of a graduate capacities remain up-to-date and relevant within all content areas
- Implement tools and practices to help students reflect on their growth in portrait of a graduate capacities, such as self-assessments, portfolios, or goal-setting activities



Priority Area for Growth 2

Goal

Improve the structure of PLCs to support curriculum development and revisions, analysis of student data, action research on instructional strategies that support all learners, and collaboration among team members.

PLC Structure

Redesigned to allocate two afternoon meetings monthly throughout the school year. The PLC time assists teachers in coordinating consistent curriculum and analyzing results.

Established Framework

Focused on student performance, driving PLC meetings with guiding questions.

Teacher Evaluation

New plan allows teachers to create group goals, fostering further collaboration.

Recommended Next Steps:

- Expand allocated PLC or other dedicated collaborative time for teachers during or after the school day
- Create a structure for teachers without a common-course colleague to compare student performance data related to the profile of the graduate



Priority Area for Growth 3

Goal

Develop and implement plans to address the limitations of the physical layout for specialty areas to meet the needs of all learners, curriculums, and programs.

HVAC Upgrades

HVAC replacements are scheduled for summer 2025.

Google Calendar

A Google Calendar reservation system for shared facilities was created.

Dining and Assembly Hall Upgrades

Lighting and sound system upgrades were completed

Recommended Next Steps:

- Develop a long-term plan that continues to address the concerns specific to programming in the dining and assembly hall and the main gymnasium





Commendations

Strong Learning Culture

- The palpable sense of culture, climate, and collegiality that exists in the building
- The embedded profile of a graduate capacities in curricula, performance-based assessments, and the culture of the school

Curriculum Development

- The varied and rigorous instructional practices and learning activities
- The completed curriculum in all content areas that provide assured common experiences for students

Student-Centered Learning

- The variety of courses and technology programming in the school that provide authentic real-world experiences and transferable skills
- The creativity and perseverance of staff in making accommodations that support instruction despite the constraints imposed by the dining and assembly hall

Dedicated Staff

- The caring, trusting, and respectful relationships between and among the board of education, administrators, teachers, students, and families

Collaborative Leaders

- The autonomy afforded to educators to structure PLCs based on individual department needs
- The collaborative leadership team of building administrators and program coordinators



Additional Recommendations

1

Professional Learning Communities

Ensure the intentionality and implementation of PLC time to promote collaboration and consistency in instructional outcomes

2

Physical Plant Limitations

Develop and implement a long-term plan to address the concerns specific to programming in the dining and assembly hall and the main gymnasium

3

Student Self-Reflection

Expand opportunities for student self-reflection and self-assessment in their work and in the profile of a graduate capacities

4

Profile of a Graduate Capacities

Use the curriculum review cycle to ensure profile of a graduate capacities remain up-to-date and relevant within all content areas

5

Data Analysis in PLCs

Develop uniform plans to analyze data from PBAs across all PLCs to identify trends in how well students are mastering profile of a graduate capacities

6

Professional Collaboration

Leverage common planning time between special education teachers, general education teachers, and support staff to promote high-quality instruction for all students

Capacity for Continuous Growth



Conceptual Understanding

Strong grasp of effective learning evidenced by commitments and Profile of Graduate framework.



Competency

Teacher evaluation based on Danielson Framework. Goals tied to school improvement plan.



Commitment

Stakeholders embrace growth mindset. School works with specialists to improve programs.



Capacity

Adequate funding and resources support growth. Town invests in facility upgrades.



Conclusion and Next Steps



School Improvement Plan

October 1, 2025: Submission

February 1, 2026: First Report of Progress and Planning

Progress Reports

February 1, 2028: Three Year Report of Progress and Planning

February 1, 2031: Six Year Report of Progress and Planning

Substantive Changes

Report any significant changes to staffing, funding, or student services.

Preparing for the Next Visit

2030-2032: Self-Reflection

2032: Collaborative Conference Visit

2034: Decennial Visit