

U.S. Department of Education
2023 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Mr. John Chambers
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Walnut Hills High School
(As it should appear in the official records)

School Mailing Address 3250 Victory Parkway
(If address is P.O. Box, also include street address.)

City Cincinnati State OH Zip Code+4 (9 digits total) 45207-1457

County _____

Telephone (513) 363-8400 Fax _____

Web site/URL http://www.walnuthillseagles.com E-mail chambjo@cps-k12.org

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

(Principal's Signature) Date _____

Name of Superintendent* Mrs. Iranetta Wright E-mail wrighti@cps-k12.org

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Cincinnati Public School Tel. (513) 363-0000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Mr. Benjamin Lindy
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

(School Board President's/Chairperson's Signature) Date _____

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

**Non-public Schools: If the information requested is not applicable, leave blank.*

PART I – ELIGIBILITY CERTIFICATION

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2023 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2018 and each tested grade must have been part of the school for at least the three years prior to September 2022.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2018, 2019, 2020, 2021 or 2022.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award.
7. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if unlawful discrimination is later discovered.

12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.

PART II - DEMOGRAPHIC DATA

Data should be provided for the current school year (2022-2023) unless otherwise stated.

DISTRICT (Question 1 is not applicable to non-public schools. For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

1. Number of schools in the district (per district designation):
- 46 Elementary schools (includes K-8)
 - 0 Middle/Junior high schools
 - 15 High schools
 - 4 K-12 schools
- 65 TOTAL

SCHOOL (To be completed by all schools. **Only include demographic data for the nominated school, not for the district.**)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

☒ Urban (city or town)
☐ Suburban
☐ Rural

3. Number of students in the school as of October 1, 2022 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Students
PreK	0
K	0
1	0
2	0
3	0
4	0
5	0
6	0
7	310
8	420
9	426
10	436
11	528
12 or higher	435
Total Students	2555

*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0 % American Indian or Alaska Native
 - 5 % Asian
 - 24 % Black or African American
 - 2 % Hispanic or Latino
 - 1 % Native Hawaiian or Other Pacific Islander
 - 59 % White
 - 9 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2021 - 2022 school year: 1%

If the mobility rate is above 15%, please explain:

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2021 until the end of the 2021-2022 school year	20
(2) Number of students who transferred <i>from</i> the school after October 1, 2021 until the end of the 2021-2022 school year	10
(3) Total of all transferred students [sum of rows (1) and (2)]	30
(4) Total number of students in the school as of October 1, 2021	2730
(5) Total transferred students in row (3) divided by total students in row (4)	0.01
(6) Amount in row (5) multiplied by 100	1

6. Specify each non-English language represented in the school (separate languages by commas):

The number is <10.

English Language Learners (ELL) in the school: 0 %
2 Total number ELL

7. Students eligible for free/reduced-priced meals: 14 %

Total number students who qualify: 353

8. Students receiving special education services with an IEP: 2 %
Total number of students served 43

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. All students receiving special education services with an IEP should be reflected in the table below. It is possible that students may be classified in more than one condition.

<u>6</u> Autism	<u>0</u> Multiple Disabilities
<u>0</u> Deafness	<u>0</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>25</u> Other Health Impaired
<u>0</u> Developmental Delay	<u>12</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>0</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Intellectual Disability	<u>0</u> Visual Impairment Including Blindness

9. Students receiving special education services with a 504: 8 %
Total number of students served: 193

10. Number of years the principal has been in the position at this school: 6

11. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	Number of Staff
Administrators	5
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	131
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	25
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	4
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	16

12. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 16:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018
Daily student attendance	91%	91%	91%	91%	91%
High school graduation rate	99%	100%	99%	99%	99%

14. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2022.

Post-Secondary Status	
Graduating class size	452
Enrolled in a 4-year college or university	84%
Enrolled in a community college	5%
Enrolled in career/technical training program	9%
Found employment	1%
Joined the military or other public service	1%
Other	0%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes X No

If yes, select the year in which your school received the award. 1985

16. In a couple of sentences, provide the school's mission or vision statement.

Dedicated to the pursuit of academic excellence in a culturally diverse community. Academic ability, a respect for learning, and a will to achieve are tools for the student body and faculty alike.

17. Provide a URL link to the school's nondiscrimination policy.

<https://go.boarddocs.com/oh/cps/Board.nsf/goto?open&id=BWQNT6182B4>

18. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

Walnut Hills High School is a magnet high school within the Cincinnati Public Schools.

Students are eligible to register if they score a minimum of 140 composite on the IOWA test, with a minimum of 65 in reading or math.

Students enrolled are from both within the CPS district, as well as from out of district.

PART III – SCHOOL OVERVIEW

Walnut Hills High School, a college preparatory school for grades 7-12, is nationally recognized as one of America's top public high schools. The 2700+ member student body is culturally and ethnically diverse, with students attending from every urban neighborhood in Cincinnati. Eighty-seven percent of the graduates enter college with advanced standing, and students' scores on state-mandated End of Course tests are some of the highest in the state. Upon graduation, Walnut Hills High School students are accepted by the finest universities and colleges throughout America.

Walnut Hills offers a rigorous classical program, requiring three years of Latin for incoming 7th and 8th graders. There is an Advanced Placement Program offering over 36 courses, more than any other school in the nation – public or private. The school has an outstanding fine arts program which includes five dramatic/musical productions each year, AP studio art, and award winning bands, orchestras and vocal groups. There are over 90 competitive sports teams and over 100 extra-curricular activities. The school participates in mathematics, science and foreign language competitions, including the National Mathematics Examination, First Robotics, the Model United Nations, the National Scholastic Art and Writing competition, Science Olympiad, Nock Trial and Debate. Creating many and diverse opportunities for all students is fundamental to the school's mission.

In 1895, Walnut Hills High School opened its doors as a neighborhood school. In 1918, the school took a new direction toward preparing students for college admission in the liberal arts. Randall Condon, Superintendent of Schools, and George Davis, Walnut Hills Principal, were committed to make Walnut comparable in every respect, to the best college preparatory schools in the nation. The program became so popular that the old building became inadequate, and on September 8, 1931, the present larger building on Victory Parkway was officially dedicated. The inspiration for the design was the Library Building of the University of Virginia and Monticello, both the work of Thomas Jefferson. It was quite appropriate that, given the purpose of Walnut Hills High School, the architecture should have reflected the classical ethos.

In 1935, the Board of Education confirmed the status of the school as "an institution specialized for college preparation." Again in 1972, the Board of Education reaffirmed the position of Walnut Hills High School as a six-year, college preparatory school. As early as 1926, a systematic method of pupil selection was adopted. Today students enter the school after passing a special college preparatory examination.

Throughout its history the popularity of Walnut Hills has necessitated additions to the building. In 1960, the annex added seventeen classrooms, and in 1976, a fine arts complex was dedicated. In 1999, the Alumni Arts and Science Center was opened. This facility has science laboratories, spacious art studios, classrooms and an expanded level of technology. There is an outdoor learning area with five bio-beds and an aquatic pool. This thirteen million dollar project was financed by our very supportive Alumni Foundation. A new athletic stadium opened in 2006 and features an eight lane track and artificial playing surface. The campus has undergone a sixty-five million dollar building and renovation which was completed in 2014. The project was funded by Cincinnati Public Schools as part of their Masters Facilities Plan. Fall of 2013, the renovated north wing re-opened, and in December, 2013, a new competition gym and new music lyceum opened as well. The Alumni Foundation entered into an agreement with CPS to fund a new six lane competition pool in 2015. In addition, features were added such as courtyards flanking the front of the school creating outdoor dining and meeting space for students, and technology upgrades including a new digital lab for the music lyceum. An additional all weather field on the south side of the campus was also included and a new tennis complex opened at the end of the 2015-16 school year.

In addition to intellectual achievement, Walnut Hills brings together capable students and faculty dedicated to the principles of mutual and collective respect and to the development of good citizenship. In today's society, we anticipate that students may change careers six or seven times throughout their lives. Walnut Hills must, therefore, prepare students for change. A hallmark of the school is providing equity of opportunities for all students so that they can reach their own unique path to excellence. The school provides tremendous opportunities for students and many choices, but high expectations are in place for all students. As Walnut Hills High School has consistently raised the expectations for all students, the school

has consistently increased support at all levels. A particularly effective resource for students has been the addition of the Student Success Center in 2018; the results of this innovative program have dramatically reduced the retention rate for our 7th graders from approximately 88% in the year prior to the SSC to more than 98% presently. By devotion to a strong academic college preparatory program that maintains roots in the classical tradition while exposing students to the most advanced technology and challenging courses, Walnut Hills will continue to prepare students to be lifelong learners who adapt to the conditions of a rapidly changing world. Walnut Hills truly epitomizes its motto, Sursum ad Summum – “Rise to the Highest.”

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Reading/English language arts curriculum content, instruction, and assessment:

The Walnut Hills High School Reading/English language arts curriculum content includes data driven lesson plans based on standards/skills. Unit plans are based on 2-3 ODE/College Board standards and all units begin with the end in mind. It is critical to model student work so students know what to expect, what an assignment's end product should look like and understand the purpose and learning outcomes of the lesson. High quality student data is collected and used to identify potential learning differentiators. Teachers use an essential question to link themes and previously taught skills, as well as utilizing anticipation guides / activities to introduce key ideas.

Teachers use a variety of teaching strategies including entrance tickets and exit tickets to measure student understanding at the beginning and end of the lesson. Lessons are introduced with independent thinking connected to previous learning; utilizing cooperative learning strategies like think-pair-share to enhance the learning for all students. Lessons are taught using whole group instruction, as well as through small group cooperative learning. Some lessons are gradual release, starting with I do, we do, you do, and it is at this point students will work independently, at times with choice-driven learning. Concept vocabulary and low stakes writing analysis are used at times as well as College Board best practice close read strategies such as: TPCASTT, SPACECAT, SOAPSTONE, SIFT, DIDLS, SMELL, and TWIST. We use digital tools for grammar, vocabulary, and gamification: vocab.com, Gimkit, NoRedInk to increase digital fluency which translates to students excelling in building complex, detailed writing pieces. Students use higher order thinking and questioning skills through theme-based learning inspired by essential questioning, comparisons of texts from various perspectives, and whole and small group literary analysis. Evidence-based writing is used in class through collaborative research studies, citing sources, and expository and argumentative writing assignments. Teachers also introduce close observation and analysis through application of active reading strategies (e.g., annotating, outlining, summarizing, questioning, rereading) to read complex texts independently and proficiently to analyze craft and structure, evaluate sources, and complete independent reading projects. Academic conversations is another strategy used in our English classes. These conversations are grounded in presentations, seminars, and accountable discussion. Students also contextualize literature within a global perspective during classroom discussions.

After teaching a lesson or unit it is important to assess students for understanding, comprehension, and skills that have been learned. We do this through the use of daily formative assessments, high quality student trend data (access through Performance Matters, our Data Dashboard), grading student work as it aligns to the College Board / ODE Standards. Formative and summative unit-based assessments are used as well as common writing tasks measured through performance rubrics. Our students also complete short analytical writing responses to texts, and take summative, long form projects: essays, websites, presentations, speeches, and narratives. Our English department follows the following assessment plan throughout the school year. Daily, teachers use warm-ups and check-ins to assess students' learning. Weekly students are assessed using grammar practice, vocabulary, and low-stakes writing. At semester, assessments include technology-based writing pieces and multimodal presentations.

1b. Mathematics curriculum content, instruction, and assessment:

Walnut Hills High School provides one of the most robust math programs in the state of Ohio. The math curriculum includes Math 7 AA, Math 8, Algebra 1, Algebra 1 AA, Geometry, Geometry AA, Algebra 2, Algebra 2 AA, CP Precalculus, Precalculus AA, AP Precalculus, Mathematics, Modeling and Reasoning, Probability and Statistics, AP Probability and Statics, Calculus AA, AP Calculus AB, AP Calculus BC, AP Computer Science, AP Computer Principles, and College Multivariable Calculus. The math program has expanded to include other courses such as Web Fundamentals, Introduction to Computer Programming and CyberSecurity. Walnut Hills High School uses the mathematics curriculum approved by the district curriculum and in addition, provides opportunity for acceleration.

The curriculum is delivered in a variety of ways. Teachers use both whole groups, small groups and student led activities to deliver the content. Courses use project based learning as well as guided discovery methods for students to successfully master the content. Our math department uses a wide variety of technology to also implement additional support and supplement instruction to our students. Differentiation is a key part to the math department demonstrated by the variety of levels of courses offered. Students utilize manipulatives such as geometric shapes, whiteboards, and other tools during lessons that provide kinesthetic opportunities for engagement and learning. Virtually, students are introduced to MathXL, Delta Math and Desmos that are all fantastic supplements and assessment tools for students and teachers.

Math 7 AA, Math 8, Algebra 1, Algebra 1 AA, Geometry and Geometry AA all follow state mathematics standards as well as utilize district curriculum. The district opted to use the Envision series for these courses and supplement instruction with the Successmaker program. Our teachers utilize all of these resources. Students who take math courses beyond Algebra 1 are also guided by state standards. Most of our courses in the upper grade levels have three different distinctions: college preparatory, advanced accelerated and advanced placement. While there are different pacing guidelines and approaches to instruction, teachers follow state or college board standards to deliver content. Due to the accelerated nature of Walnut Hills High School, our teachers were tasked with the opportunity to create a year-at-a-glance that demonstrated progress and pacing at the accelerated level as well as how evidence of success is captured.

Lessons provide students with the opportunity to explore and reason prior to beginning the topics, understand and apply concepts and finally practice and problem solve. Students are assessed both formally and informally as well as formative and summative. All students at Walnut Hills High School participate in some type of culminating assessment. As part of our mission to prepare students for college, it is extremely important that they have the opportunity to practice test taking skills on high stakes assessments. Students are also assessed with AIR testing, AP and EOC exams. The cybersecurity course along with the CCP Engineering and multivariable courses have special assessments based on the entities and institutions they are affiliated with.

The math department is structured into levels based on content. There is a level leader for each of the different levels. This provides all constituents with the opportunity to view and analyze common assessments and data to adapt and modify instruction in order to improve instruction and student achievement.

1c. Science curriculum content, instruction, and assessment:

At Walnut Hills High School, we believe that our students can be successful in any STEM profession. During the 2022-2023 school year, we transitioned from the Ohio learning standards and shifted to the National Science Education Standards to ensure that our students are truly receiving a rigorous, grade-appropriate science education. We provide a high-quality educational experience for every student and provide choices in courses for students to explore the many areas of science. In our lower grades, students participate in two integrated science classes that include earth and life sciences in one course and physical sciences in another course. The students also take a year of biology to learn more about living species and their interactions.

Not only do the students get a broad range of science content, but they also learn the following skills: generate, understand, and use concepts, explanations, arguments, models, and facts related to science; manipulate, test, explore, predict, question, observe, and make sense of the natural and physical world; participate collaboratively in scientific activities and learn scientific practices while communicating with scientific language; and think about themselves as scientists.

In grades 10-12, the students build off of their skills learned in the previous courses to individualize their science pathway. Students can choose which science classes they would like to take (with all students needing to take chemistry before graduation) from a variety of options (from geology and astronomy to CCP Human Anatomy and AP Physics). Since there is a variety of options, our program can not only sharpen science practices, but can engage a vast diversity of learners.

Science instructors use summative and formative assessments to analyze where students have learning gaps. The instructors take that information and add additional assignments, labs, or projects to ensure that students are mastering the content standards for their courses.

For AP exams, teachers look at the score reports from College Board and identify areas for enhancement in instruction.

1d. Social studies/history/civic learning curriculum content, instruction, and assessment:

Walnut Hills High School features an accelerated curriculum for our student population, offering more than 20 courses in the content area of Social Studies. The Walnut Hills Social Studies curriculum is aligned with Ohio state standards and is additionally connected with the College Board Advanced Placement program, as currently 10 AP courses in Social Studies are offered to our extremely diverse student population.

The curriculum being offered at Walnut Hills High School is consistently being evaluated to reflect and improve our curricular resources to ensure that students can see themselves and other cultures in their social studies classes. New courses are routinely proposed and evaluated by the Instructional Learning Team and departments to enhance the curriculum and respond to student learning needs. Per our district mission to implement and maintain a rigorous and engaging curriculum, the Social Studies department aims to address multiple perspectives in the curriculum to ensure equity and representation. This necessitates exploring histories and stories that provide a broader and more holistic view of history and the world today.

As a testament to the student population of Walnut Hills, the Social Studies curriculum aims to ensure all students have access to high-quality curriculum, resources, and instruction. To help ensure successful experiences for our students, teachers utilize varied instructional practices, formative and summative assessment methods, and targeted “just in time” supports that will grow our young learners forward academically.

Overall, the graduation requirement Walnut Hills requires is five years of social studies courses in grades 7 through 12. Social Studies 7 serves as an introduction to all of the social sciences. Students fulfill the commitment to American studies through American History 8 and United States History. As students enter into grades 9-12, Modern History provides students with a global approach to the study and understanding of the modern world. Economics and Government are required courses for graduation. These expectations are in line with the Ohio Department of Education and Cincinnati Public Schools.

1e. For schools that serve grades 7-12:

1f. For schools that offer preschool for three- and/or four-year old students:

2. Other Curriculum Areas:

2a. Arts (visual and/or performing)

Walnut Hills High School offers a robust Fine Arts program ranging from courses that focus on theater and production, visual arts, and music. Students begin taking fine arts credits in 7th and 8th grade. The junior high program allows for students to be exposed to a variety of different skills that allow them to expand and develop into the more advanced courses that the high school program offers. Students can take different art courses related to different mediums ranging from textiles to ceramics. Students have the opportunity to finish their visual arts experience at the advanced placement level and earn college credits. Music students who come to Walnut Hills with prior experience are able to try out and test into higher level courses.

Students can take choir courses, orchestra, steel drum, music theory, concert and jazz bands. They also have the opportunity to take music theory at the advanced placement level. Students also can take progressive theater classes. Students can learn all of the different aspects of theater and theater production from performing to costuming. All Walnut Hills High School students finish with at least one fine arts credit throughout their high school experience. Beyond the classroom, students are able to participate in clubs, bands, choirs, programs, field trips and productions as an extracurricular experience.

2b. Physical education/health/nutrition

The physical education and health department has evolved exponentially over the last decade. Students have the option to take physical education each year during their experience at Walnut Hills High School. The current structure of the program allows for all seventh grade students to take one semester of physical education. The seventh grade courses provide a curriculum that meets the national standards and also allows students to meet the benchmarks determined by the Ohio Department of Education. The students learn a variety of lifetime fitness skills that focus on concepts they will continue to build upon through their two high school required courses. Students in grades 9-12 enroll in PE 9-12 and Physical Fitness. The courses are sequential. All PE classes use the Fitnessgram Assessments to measure the aspects of health-related fitness. Students are assessed at both the beginning and end of the semester and the content taught provides the students with the opportunity to increase their ability, knowledge and scores for the post fitness assessments. Health courses are offered in junior high and high school. Students take one semester at each level. The current programs utilize district approved curriculum that includes all state requirements such as CPR, STI education and organ donation. Topics covered in the courses range from social health and wellness, mental health, diseases and disorders, nutrition and physical wellness. Beginning next school year, students will also be introduced to all topics covered by HB 123, the “Safety and Violence Education Students Act”.

2c. Foreign language(s), if offered (if not offered, leave blank)

Walnut Hills High School is a Classical Education school. All students who enter in grades 7 and 8 are required to study three years of Latin; students who enter in high school are required to take an Introduction to Latin course that exposes them to fundamentals of the Latin language. Our Classics Department has recently transitioned to a proficiency-based approach to be in alignment with the Ohio World Language standards, which has significantly improved students’ confidence and engagement with their learning.

The Modern World Languages Department seeks to develop students as global citizens by building their world language proficiencies and their understanding of diverse cultures. To that end, Walnut Hills offers students the opportunity to study Chinese, French, German, Russian, and Spanish from the novice level to AP. We have a two-year Modern World Language requirement for all students with the exception of those who pursue advanced study in Latin.

We seek to provide students with a strong understanding of the nuances of language and culture and of how they relate to cross-cultural understanding. Our goal is to develop the students’ speaking, listening, reading and writing proficiencies in the context of analyzing authentic audio and print sources, both non-fiction and fiction. We hope to instill in students a lifelong love for learning about languages and cultures which differ from their own.

2d. Technology/library/media

The Walnut Hills High School library services all grades 7-12 students and is staffed by two full-time, certified librarians and one full-time library assistant. Since the library is on a flexible schedule, teachers sign up to collaborate with librarians on research lessons, book talks, project-based learning, and more. Students can also come to the library during study halls or in the half hour before school starts and the hour after school closes. Here, students can access the library 3D printers, poster printer, color printer, button makers, computer lab, databases, e books, and print materials. Students can also access much of this technology via their district-issued laptops. The primary focus of much librarian-led instruction is related to research and information literacy, essential skills for any college prep high school student. In the 2021-2022

school year, Walnut students accessed 49,081 database articles, checked out 7,729 print books, and accessed 2,893 ebooks. Students actualized 276 3D prints, and librarians collaborated with teachers 123 times. The WHHS library hosted 71,150 students for study halls throughout this academic year.

2e. Any other interesting or innovative curriculum programs you would like to share

At Walnut Hills High School we have a very innovative curriculum taught within our Student Success Center (SSC). The SSC is a program to specifically address the needs of our students in grades 7 and 8 who struggle with the rigorous curriculum or need support with their executive functioning skills. We found that just because a student passes the entrance exam that does not mean the student has all the tools in their toolbox to be successful. Many students do not know how to study, how to take notes, various testing strategies, how to advocate for oneself, etc... and these are the skills the SSC program helps to support.

The SSC provides intervention assistance to students who require support with executive functioning skills (study strategies, testing strategies, notetaking, organization, time management, self-advocacy) through the use of a variety of supplemental resources. This year, in August, at Orientation for our new 7th and 8th graders, we passed out a Study Skills Book. Students are expected to have the book completed by the first day of classes and teachers are able to focus on specific skills and refer back to the booklet for supplemental support. We've also created a Study Skills Course in Schoology, our district's LMS, shared with all of our students and staff. This course includes the Study Skills Book, as well as other resources available for teachers and students to access.

The SSC also provides intervention groups in reading and math. Students are identified for groups based on their test scores, current grades, and recommendations (teacher, counselor, parent). Introduced on Mondays, there is a weekly lesson focused on various study skills for practice. This continues the practice of the study skills in the Crash Course Study Skills Book. The staff working in the SSC, three full time teachers (an intervention specialist, an English teacher with reading endorsements, and a math and science teacher) use the Mindprint Assessment, which provides a detailed report for each student's cognitive abilities and provides strategies for students, teachers, and parents to follow to help increase these cognitive skills.

Students attend the SSC daily during their study hall bell. There are daily check ins and planner checks. This is a structured study hall, providing small group and one on one support to students for all content areas. The SSC has pulled from and uses various different programs such as: SMARTS Executive Functioning Curriculum, Step Up to Writing, Rewards Reading Program (HS focus), Explicit Direct Instruction/Multi-Sensory Math Program (7-8), Learning Strategies Curriculum, and the Mindprint Curriculum (links with MAP, ACT, SAT), and is working on a linking study to connect with Ohio.

3. Academic Supports

3a. Students performing below grade level:

In 2018 we had an opportunity to apply for a grant specific to academic supports. We applied, our application was approved, and we created the Student Success Center. Over the years trends showed an attrition rate of 11% with our 7th graders and 5% with our 8th graders. These are the most critical years, as it is a time when our students are challenged with an accelerated advanced curriculum, much more rigorous than their elementary course curriculums. Students take six classes with six different teachers, and it is an acclimation period between moving from an elementary school building with a population between 100 and 600 students to a high school campus, housing 7th through 12th graders and 162 teachers across eight curricular areas, maneuvering through the halls with 2600 plus students.

Our staff utilizes the Student Success Center (SSC) because of the center's goal of providing tutoring, coaching, and/or academic support, to increase academic outcomes* for all junior high students at Walnut Hills. (*-student retention, grades, standardized test scores). The SSC provides services to students in all grades: students in grades 7 & 8 get academic supports focused on learning and study strategies that will support their learning, while students in all grades 7-12 are able to sign up for peer tutoring. We definitely tap into our resources and encourage students in grades 9-12 to apply to be a peer tutor.

The SSC addresses 3 core needs for our junior high students: Academic Support and Tutoring, Study Skills and Intervention Programs, Social and Emotional Learning Support. The SSC utilizes a non-traditional classroom approach which includes practices such as the use of flexible seating, targeted sound interventions, and multi-sensory approaches.

Identified students are referred to the SSC by teachers and counselors and are given a needs assessment to determine areas that need improvement, as well as strengths. The initial criteria for a student to be referred to the SSC are: low grades or test scores, low predicted areas of struggle, socioeconomic factors; any 7th grader on free and reduced lunch, students who have excessive absences/tardies, or behavior/discipline challenges. Students are assigned to an SSC staff member (one of three) and develop a 6 week Student Success Plan (SSP). For students entering in grades 7 or 8 an initial list is created before school starts. The SSC staff work with these students through midterm of first quarter to help with acclimation to the daily life at Walnut. These students include those from CPS Title 1 Schools, those who scored lower than 75 on the SCPP, students who scored below 710 on the 6th grade AIR tests, and those students who scored below 65 on the 6th grade MAP tests. The SSC also works with 8th grade students (those with a 504 and others who need continued support, and those who have the highest need that they've worked with during the previous year) as the school year begins.

During the school year, students in grades 7 and 8 are recommended by counselors, administrators, and mental health support personnel. If there is a major need for support, parents, teachers, and students will most likely have met with their counselor or administrator and are recommended to the SSC.

Students attend the SSC during their study hall bell. Students in grades 7-8 grade receive daily support during study hall, while students in grade 9 participate when recommended by a teacher or counselor, and students in grades 7-12 can participate in the afterschool tutoring program (M-Th 3:00-3:45).

3b. Students performing above grade level:

As a rigorous academic high school we also need to support our students who need to be challenged and so we provide supports for upper level math courses (Algebra, Geometry, Algebra II, Probability and Statistics, etc...) during study hall with a gifted intervention specialist. Students participate through small group or one on one support. We also offer a very rigorous math curriculum beginning in 7th grade with Accelerated Math 7 (some students qualify for placement into our Algebra I Accelerated Advanced course) moving up through the years to Pre-Calculus or even as far as Multivariable Calculus, which is a college level course taught at Walnut Hills. In addition to math support, we also have 36 Advanced Placement courses, adding another next year (AP Pre-Calculus) for a total of 37, the most offered in the country. Our students do very well in the AP courses and it is encouraged that all of our students take at least one AP course before they graduate, with the majority of them taking on average 5 between their sophomore and senior years. AP course credits apply to colleges and universities across the nation, and in our CCP (College Credit Plus) classes a student can earn college credit in public colleges and universities in the state of Ohio.

In addition to our high achieving math students we also have writers at every level who utilize our Writing Center. Teachers tie the Writing Center into lessons, requiring certain essays to be submitted and reviewed by the Writing Center staff. Feedback is provided and students can meet one on one for writing support. Students can schedule meetings with the Writing Center staff to review an essay and provide writing recommendations. The Writing Center is available to all students who need assistance in grades 7-12.

3c. Students with disabilities:

Our 504 Coordinators are working with approximately 200 students this year. The 504 Coordinators meet with students as needed/requested by the parents, student, or teacher, to check in on their progress to see how they are doing and to support them as needed. They hold face to face meetings with all parents for Eligibility meetings and Renewal meetings, participate on IAT (MTSS meeting), and participate in a monthly Mental Health Meeting (All counselors, administrators, student support staff, and GCBH partners (school based mental health partner)). Students with disabilities, on an IEP, attend the resource room during

their scheduled study hall bell. During this time, students receive one on one supports, as well as small group intervention working on their individual learning goals. Students who are identified and assigned a 504 plan will meet with his/her/their 504 coordinator, checking in on their response to intervention, collecting data and work samples. We provide small group and alternate location testing spaces for our students to best accommodate their academic needs. Our teachers work closely together, communicating with parents and with the student and Student Success Center to ensure the accommodations are meeting the student's needs. In addition, we also have medical plans on file for our students who have medical diagnoses that require a safety plan, for instance those who require check ins with the nurse for migraines, diabetes, eating disorders, severe asthma, etc...We also have students with sickle cell disease who have medical plans in place, specifying temperature ranges we need to keep our students comfortable in. We provide elevator passes to students who are unable to walk up stairs or across campus without aide.

3d. English Language Learners:

Our current enrollment includes only 2 ELL students who utilize district support services.

3e. Other populations, if a special program or intervention is offered:

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Walnut Hills High School prides itself on the diversity of its students as well as its programming. This diversity provides students with an all encompassing environment and experience that allows students to holistically thrive. Students are eager to learn and have a thirst for the academic experience, rigor and diverse course offerings. Students are able to choose from so many different pathways that best meet their individual needs, interests and future goals. At a glance, Walnut Hills offers a rigorous classical program, requiring three years of Latin for incoming 7th and 8th graders and additional opportunities to take Modern World Language courses including French, German, Spanish, Russian and Chinese. There is an Advanced Placement Program offering 37 courses, more than any other school in the nation – public or private. The school has an outstanding cultural arts program which includes five dramatic/musical productions each year, AP studio art, and award winning bands and orchestras. There are 90 competitive sports teams and nearly 100 extra-curricular activities. The school participates in science and foreign language competitions, the National Mathematics Examination, First Lego Robotics, the Model United Nations, and the National Scholastic Art and Writing competition. These offerings encourage and motivate students to achieve academically and provide them with real life experiences that prepare them for life beyond high school. There is truly a place for every single student to find something that motivates and interests them.

Socially and emotionally, Walnut Hills High School provides wrap around supports. We have a team of 8 counselors, a school social worker, a school psychologist and partner with Greater Cincinnati Behavioral Health to have onsite licensed therapists. We work with outside organizations like 1N5 to help provide students with additional resources and emotional strategies and support. Students in 7th grade are placed on a team with 90 students. These students are divided between English, Latin and Social Studies classes. This design provides teachers with the opportunity to learn about their students and collaborate with colleagues in order to put in place systems to best support and motivate the students. The Student Success Center along with peer and adult tutoring offered allows for students to obtain academic support, learn study skills and how to advocate for themselves allowing them to grow as students academically, socially and emotionally. Walnut Hills High School also provides the students with resources like the College Information Center and Writing Center where they can further develop skills, inquire about future plans and learn more about resources that will help them beyond high school.

2. Engaging Families and Community:

Walnut Hills High School employs various strategies and collaborates with organizations to create a successful relationship with families and community members, supporting student success and improvement. We have developed and nurtured relationships with many outside organizations to support the needs of our students and families. Our Alumni Association is very involved and promotes giving back to our school. We have many organizations tied to alumni that support Walnut through mentoring programs, internships, and scholarships. Meeting with parents to hear their concerns has driven us to become more focused on mental health and wellness of our students and staff. One of the organizations we work with is 1N5, a Cincinnati based mental health organization that focuses on suicide awareness and providing supports. The mission of 1N5 is to prevent suicide by erasing the stigma of mental illness and promoting optimal mental wellness. The mission is achieved through education and stigma reduction, community engagement, policy and advocacy, and measurement and data work. Meeting with 1N5 monthly since 2019 we have worked with them to bring QPR ACES training to our teachers, we've hosted speakers, focused on stakeholder requests (the adolescent brain, healthy relationships, managing stress and anxiety, how to support your child if you have mental health concerns, etc...), all sponsored by the 1N5 organization. They've been an invaluable resource as we look for ways to support our students, staff, and families. Our LSDMC meets monthly and has worked closely to make changes to our school, addressing concerns, and supporting our community. One such recent issue is that of eliminating class rank and the titles of valedictorian and salutatorian. Our school participates in the National Cum Laude Association, which recognizes the top 20% of our senior student population. From those 20% we send out applications for students to submit an essay which is used to choose our Distinguished Scholar and Cum Laude Speaker.

The essay asks students to answer how Walnut has helped them become the person they are and how what they've learned will be a part of who they become as adults. Distinguished Scholar and Cum Laude Speaker are selected based on both their academic excellence, as well as their Walnut experience. LSDMC includes teachers, administrators, parents, students, and community representatives that work well together to support the best focus and direction for our high school program.

Another way we form relationships and answer the needs of the community is by inviting families of prospective students to join us in Principal Tours, led once a week for 8 weeks during 3rd quarter, to see Walnut in action and to ask questions about the curriculum, teachers, expectations, etc...For prospective students we have shadowing opportunities, which allows students to come in and shadow a Walnut host student, to go through a day in the life of a Walnut student. This last year we hosted close to 400 students through our shadowing program and had very positive feedback. This not only engages those not yet in our community by coming in to visit, but engages our students to show others what is so special about Walnut.

3. Creating Professional Culture:

The professional teaching staff of Walnut Hills High School is a key component of the school's success. Our goal is to attract, hire, and retain the very best available teachers to deliver the curriculum and support our students. Due to the quality of our school and students, teachers across the district, city and state regard Walnut Hills as a "destination" teaching assignment: teachers aspire to work here. It is not uncommon for teachers to move from another state to take a position here. We have very little attrition for reasons other than retirement, relocation and family obligations.

The professional teaching staff is extremely hard working as it is demanding to meet all the needs of our diverse and high-performing student population. It is not easy to work here, but the rewards of doing so are inherent. Our students are largely appreciative of their efforts, and many naturally form strong relationships with their teachers that are mutually rewarding. It is satisfying to work with such accomplished and professional colleagues. The parents frequently recognize the role that our teachers play in shaping young people and support them. Our teachers report that they appreciate the professionalism with which they are regarded and the autonomy that they are entrusted with in the classrooms. The governing structures of departments and the Instructional Leadership Team all ensure that decisions impacting instruction are made in a fair and equitable manner. All of these are factors that contribute to teachers feeling valued and supported at Walnut Hills High School.

In addition, there are some formal structures in place to recognize teachers for their efforts. The Parent Association has a sub-committee dedicated to appreciating and "taking care" of teachers with meals, holiday gifts, and frequent gestures of appreciation. They also award Soar Grants to teachers who need some extra financial support to accomplish a project in their classroom. The Golden Apple Award at the conclusion of each school year recognizes teachers who exemplify our school motto of "Sursum ad Summum," or "rise to the highest." The parent newsletter, the Eagle Flyer, contains a link for parents to shout out teachers who have been particularly helpful to students.

The professional development program is managed by the school district who establishes the dates and the programming for the district wide PD days. When there is an opportunity for building-led PD, the Instructional Leadership Team determines the goals and schedule, so teachers appreciate the opportunity to have input on PD. All teachers in the district have full access to the LaunchED offerings, PD courses and training on a vast array of topics that are offered in-person and virtually.

4. School Leadership:

Walnut Hills High School is led by our principal and he is supported by our assistant principals. The leadership style or philosophy of the building is best summarized as shared leadership. The structure of our decision-making committees illustrates the principle of shared leadership.

Our Instructional Leadership Team consists of administrators, department heads, teacher union representatives, student representatives, and parents. Any decision concerning curriculum must be

approved by the ILT. All proposals must be passed with a majority vote in order to be implemented in our educational program. The ILT has very well-defined parameters that provide significant latitude to impact the school's direction through decisions regarding curriculum, instruction, and policies and practices that support student programming and daily operations. Minutes from these meetings are published on Schoology and the school's website.

A shift that has taken place over the last couple of years is having the administration team, department heads, and teacher union representatives meet regularly prior to these meetings to share faculty concerns and agree upon the agenda for the upcoming meeting. Due to this shift, two-way communication is robust between the ILT and the rest of the faculty as the department chairs facilitate discussion of ILT agenda items in monthly department meetings and provide input that influences the decisions of the ILT.

A similar but more broadly represented group exists in the Local School Decision Making Committee. This organization makes policy for the school and includes representation from the following stakeholders: teachers, non-teaching staff, parents, community members and students. The minutes from these meetings are distributed via Schoology, emailed to staff, and placed on the school's website so all are informed.

With the guidance of the LSDMC and ILT, the principal of the school has an appropriate amount of autonomy to make decisions impacting student learning and the day-to-day operations of the school.

5. Culturally Responsive Teaching and Learning:

The commitment to a culture that supports challenging, equitable educational programs and learning experiences for all students is embedded in our continuous curricular assessment and redesign. A significant milestone in this area was founded in 2005, as a stated institutional goal was increasing the participation of all students with an average GPA in challenging AA and AP courses. While the school steadily has increased the rigor and expectations for all students, the built-in support systems also have increased to maintain the equity of the learning program for all students. New courses continue to be added to provide additional opportunities for students, including the addition of AP Pre-Calculus which will begin starting with the 2023-2024 school year, marking a nationally impressive 37 AP courses offered. The diverse composition and needs of our students are at the forefront of the school's underlying goal "to equip students to draw upon the knowledge of the past, to weigh the questions of the present, and to envision the possibilities of the future."

Being entrusted to serve such a diverse population of students has helped to solidify the commitment of Walnut Hills High School in making sure all students "Rise to the Highest." In respect to our historically diverse student population, encompassing the Greater Cincinnati Metropolitan Area, Walnut Hills High School has focused on being a school that triumphs equity, inclusion, and respect for all learners it serves.

Beginning in the 2021-2022 school year, current Walnut Hills student ambassadors, faculty and Administrative representatives, and invested Alumni stakeholders formed the Diversity, Equity and Inclusion Council (D,E & I). This council works tirelessly to support our overall study body and to create the inclusive climate that has made Walnut Hills High School a beacon of academic success and a culturally inclusive learning institution.

In addition, our student population and school community is served through our Positive behavioral Intervention Supports initiative (PBIS). Our PBIS team of faculty and student leaders strive to create an environment where students exhibit S.O.A.R behaviors that align with our building mission; that students be Successful, Own their actions, be Accepting, and showcase the ability for Resiliency. PBIS aims to make school a place where all students feel like they belong. Belonging and safety are key factors in academic success. To achieve this sense of belonging and positive behavior, we teach and encourage empathy, accountability, resilience, and high academic achievement. Students have the opportunity for positive reinforcement of such behaviors including earning Eagle Bucks that can be used for rewards. This aligns with the vision of Cincinnati Public Schools in working to limit punitive discipline and instead celebrate restorative justice. When aiming to address the social and emotional well-being of our school population, the Sources of Strength program strives to positively impact Mental and Physical Health and overall well-

being.

Consistent and focused efforts to raise the rigor of Walnut Hills High School also have been accompanied by significant supports to help all students meet their learning needs. Many of these supports begin at the junior high level to help 7th and 8th graders develop the capacity and study skills necessary to succeed in rigorous AP and AA high school courses. Numerous interventions are in place, including 7th grade teaming (this is for a student's Latin, Social Studies and English courses), 8th grade Cohort (for a student's Social Studies and English courses), Student Success Center, Semester Exam prep led by the Counseling Department, new student orientation programming, and the Ready-Set-Go summer enrichment program. Students with disabilities are offered accommodations based on their specific disability, and an intervention specialist staff supports students with academic coaching.

All students benefit from programs such as Help Nights, Writing Center, College Information Center, and student tutoring. Walnut Hills provides comprehensive information and media services to support its curricular and instructional programs, and its teachers utilize PowerSchool and Schoology platforms to connect with students and families regarding coursework and grades. Our team of School Counselors specialize in assisting our students with Career Readiness and Planning using Naviance. Students have access to computer labs and library services before and after school as well as during study hall during their academic day. Classrooms are equipped with SmartBoards and access to a personal device is afforded to our entire student population. Our library staff works closely with students and teachers to offer high quality materials and programming to develop students' research skills.

Teachers at Walnut Hills are highly trained with the majority of the more than 160 faculty and staff holding Masters and advanced degrees; the Individual Professional Development Program ensures that professional development opportunities are aligned with teaching standards and professional goals. Overarching Professional Development for our staff is rooted in continuing to grow our educational leaders in Culturally Responsive Teaching and learning practices. This simply means that we are working to create safe and inclusive spaces, for ALL students, that promote powerful learners. Such Professional Development has included Unconscious Bias training for staff, which was a direct collaboration with our D,E & I council and Student Leadership groups at Walnut Hills High School.

PART VI - STRATEGY FOR EXCELLENCE

The one strategy that has been most instrumental to the success of Walnut Hills High School is its commitment to equity and access for all students. All students are expected to excel, and all students have equity and access to all of the opportunities for excellence. Since 2010 the school's Long Range Plan has included a commitment to preparing all students to take at least one Advanced Placement course before graduation. Walnut Hills High School was promoting equity and access in its AP program long before the College Board adopted this approach. This early commitment resulted in removing the gatekeeping to our AP and accelerated courses. As an increasing number of students participated in the AP program, the scores on AP tests remained consistently high. The Equity and Excellence percentage from the College Board is currently 80%, meaning that 80% of our graduating seniors have scored a 3 or higher on an AP exam.

The ramifications of this commitment to equity and access for all students has been far-reaching. Since the end goal for all students is success in accelerated or AP courses, Walnut Hills High School has worked on vertical and horizontal teaming to make certain that students begin to build the required skills as early as 7th grade. It is common practice that teachers teach in the junior high program as well as the high school program in order to ensure skill development and alignment. As the school has raised its expectations for all students, it has raised its support so that all students can reach them. In 2018 Great Schools awarded Walnut Hills a large grant to start the Student Success Center for junior high students who may need additional skill building and study habits to be successful. The SSC had reduced the attrition rate for 7th graders from 12% to less than 2% within its first year. The SSC has also expanded adult and peer tutoring services throughout all grades in the school. The CPS district recognizes the SSC as a model exemplary practice to be replicated in other schools.

Walnut Hills High School's commitment to equity and access results in opportunities for all students. As we continue to evolve our program, we are characterized by offering a vast array of options and opportunities for our students to find their unique path to excellence.