

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

[X] Public or [] Non-public

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

Name of Principal Ms. Anita Berger

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

Official School Name Benjamin Banneker Academic High School

(As it should appear in the official records)

School Mailing Address 1600 9th Street NW

(If address is P.O. Box, also include street address.)

City Washington

State DC

Zip Code+4 (9 digits total) 20001-3751

County District of Columbia

Telephone (202) 671-6320

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Web site/URL <https://www.benjaminbanneker.org>

E-mail anita.berger@k12.dc.gov

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.

Date _____

(Principal's Signature)

Name of Superintendent* Dr. Lewis Ferebee E-mail lewis.ferebee@k12.dc.gov

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

District Name District of Columbia

Tel. (202) 442-5885

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.

Date _____

(Superintendent's Signature)

Name of School Board

President/Chairperson Eboni-Rose Thompson

(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.

Date _____

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

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):
- 83 Elementary schools (includes K-8)
 - 14 Middle/Junior high schools
 - 18 High schools
 - 0 K-12 schools
- 115 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	0
8	0
9	167
10	132
11	136
12 or higher	138
Total Students	573

*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):
- 0.1 % American Indian or Alaska Native
 - 2 % Asian
 - 71.1 % Black or African American
 - 20 % Hispanic or Latino
 - 0.1 % Native Hawaiian or Other Pacific Islander
 - 3.7 % White
 - 3 % 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	0
(2) Number of students who transferred <i>from</i> the school after October 1, 2021 until the end of the 2021-2022 school year	3
(3) Total of all transferred students [sum of rows (1) and (2)]	3
(4) Total number of students in the school as of October 1, 2021	560
(5) Total transferred students in row (3) divided by total students in row (4)	<.01
(6) Amount in row (5) multiplied by 100	<1

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

Spanish, Amharic

English Language Learners (ELL) in the school: 1 %
6 Total number ELL

7. Students eligible for free/reduced-priced meals: 50 %

Total number students who qualify: 286

8. Students receiving special education services with an IEP: 1 %
Total number of students served 31

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>0</u> Autism	<u>0</u> Multiple Disabilities
<u>0</u> Deafness	<u>0</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>1</u> Other Health Impaired
<u>0</u> Developmental Delay	<u>2</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: 4 %
Total number of students served: 22

10. Number of years the principal has been in the position at this school: 18

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	3
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	35
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	3
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	0
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	7

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 15:1

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	94%	94%	96%	96%	95%
High school graduation rate	100%	100%	100%	100%	100%

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	113
Enrolled in a 4-year college or university	92%
Enrolled in a community college	7%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	1%

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

Yes ☒ No

If yes, select the year in which your school received the award. 2017

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

To develop our students' life-long skills for learning, sound moral character, and regard for the welfare of the community; To equip our students with a variety of educational tools needed to achieve academic excellence; To ensure students' preparation for and admission to a four-year college or university; To prepare students for future leadership roles; And to empower students to compete globally.

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

chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://dcps.dc.gov/sites/default/files/dc/sites/dcps/page_content/attachments/Anti-Discrimination-Policy_Students.pdf

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

DC Public Schools (DCPS) operate as a choice school system. Students are assigned to their neighborhood school but can apply to the city-wide school lottery for open seats at other DCPS schools and/or public charter schools. Benjamin Banneker Academic High School is an application school. Students can apply via the city's lottery system for the allotted 180 seats. Applications are read and vetted by a selection committee (alumnae, retired teachers, administrators, and community partners). Students' applications are scored against a rubric on academic achievement and teacher recommendations. Students who meet or exceed the benchmark score are invited to interview in person in front of a panel of three staff members. Students who score at or above a rubric benchmark measuring poise, content, and articulation are accepted.

PART III – SCHOOL OVERVIEW

In 1981, Benjamin Banneker Academic High School (BBAHS) opened as a selective high school for students from all Wards of the District of Columbia. Although most of our students qualified for free and reduced lunch, currently, 50% meet the threshold. This college preparatory program attracts students who desire an academic setting that equips them with the means to go to and through college. Many of our students are first-generation college-bound; therefore, the stakes are high for them and their families. The program opens opportunities for scholarships and awards, ensuring the financial stability to support their aspirations.

Benjamin Banneker Academic High School has been a unique and special community for forty-two years. Since its inception, it has been a place where students in Washington, DC could be the best version of themselves without fearing critique or criticism from peers or adults. To understand the importance of a place like Banneker AHS, one has to understand the context of its inception, the school's growth, and the city's history.

In the late 1970s, Washington, DC Public Schools was about to terminate its eighth superintendent in twelve years. Students' scores were abysmal, and race and class resembled the social struggles of American society at the time. Dr. Vincent Reed was hired to stabilize the District's public schools. Eventually, he presented a proposal for a city-wide model for a college preparatory high school to the school board. This was denied twice. Dr. Reed's conviction was so strong that he resigned in protest of the decision. The city's School Board relented, and Benjamin Banneker Academic High School was created. It was forged on the principle that all young people, regardless of race and class, can meet college preparatory standards if it is the expectation for all students.

Most people thought the selective school would cater to the city's elitists and attract a disproportionate number of students of the majority population. Contrary to this assumption, the school attracted the best and the brightest from across the city. The student body reflected the racial and economic groups that were the majority of the city at the time. Throughout our forty-two years, Benjamin Banneker Academic High School has maintained a student body that resembles the city's demographics. Young people of color make up ninety-six percent of our student population, and a majority of our population is identified as at risk.

The students' lived experiences have varied over the years, but one common thread exists for all of our young people, the desire to be their best academic selves. For many students who have and currently walk through our doors, this is the opportunity to change cycles that have existed for generations. Our young people are fully aware of Benjamin Banneker AHS's ability to change the trajectory of lives. A testament to the school's culture and community can be found in the many alumni that have decided to send their children to BBAHS, to come back and work (seven currently), to donate yearly, to create scholarship funds, and to volunteer every year to participate on application and interview panels.

In its forty-two years of existence, Benjamin Banneker AHS has shifted its practices to meet the needs of the students according to where they are. Generations change, and practices must change to meet students' needs. The key strategies that exist are the vertical alignment from Pre-Advanced Placement to Advanced Placement, a commitment to close observation, academic conversation, evidence-based writing, higher-order questioning, and a whole-child approach. Benjamin Banneker Academic High School was founded because of a principled leader's resiliency, perseverance, and grit. Over the past forty-two years, every student that enters Benjamin Banneker Academic High School has displayed these qualities and more in their four years.

As a previous recipient of the National Blue Ribbon School award, we are proud that the recognition has afforded students and teachers national speaking opportunities and more. The recognition has been an excellent marketing tool to attract highly qualified educators, staff, and families. It has also enhanced pride, prestige, and honor. Additionally, it has created collaborative structures with other local National Blue Ribbon School awardees. The banner and the plaque have supported many of our recruitment activities. It

has signified the accomplishments of the Banneker family. It has generated friendly competition among other DCPS high schools.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

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

All of the required ELA courses are college prep or college-level courses to ensure students are college readiness skills focus on literary culture, reading complex imaginative literature (fiction, drama, and poetry) appropriate for college level, writing an interpretation of literature that is based on careful observation of textual details, structure, style, and themes, the social and elements of figurative language, imagery, symbolism, and tone. Students' composition in several forms (e.g., narrative, expository, analytical, and argumentative essays) is based on students' analyses of literary texts. The literature is rich and often dense. Students become skilled readers of various literature - independently and in group discussions – and improve their writing.

The Pre-AP program is offered in grades 9 and 10. The skills are vertically aligned with those necessary to be successful in the AP program. Grades 11 and 12 are enrolled in AP Language and AP English Literature and Composition.

The Pre-AP focus areas for each discipline include the four Shared Principles: Academic Conversation, Close Observation and Analysis, Evidence-Based Writing, and Higher Order Questioning.

Academic conversations encourage less teacher talk and more conversation between students while the teacher listens and facilitates. All students are included in the conversation by sharing ideas, reasoning, and questions. Academic conversation encourages students to listen, compare, critique, debate, and respond to refine their ideas and build upon one another's.

Close observation and analysis give students time to carefully observe the data set, text, image, or problem before being asked to explain. Source material, tasks, or activities allow for various interpretations and student responses.

Evidence-based writing engages in writing coherent arguments from relevant and valid sources of evidence. Writing is a regular part of every classroom and directly relates to course content and learning objectives. Additionally, writing allows students to have the agency to select the best evidence to explain or justify their answers in their own words.

Higher-order questions are designed to encourage thinking that is elevated beyond simple memorization and recall. Higher-order thinking requires students to make predictions, synthesize, evaluate, and compare. Questions are genuine and promote investigation, so students are comfortable taking risks when answering.

The Advanced Placement Program provides college-level coursework to motivated high school students. Bankeer offers 11 different AP courses. Students enrolled in the AP classes must take the end-of-year external College Board exams. The objective of the AP program is to engage motivated students with college-level course work; provide students with the opportunity to earn college credit; and allow students to place out-of-college courses, saving them time and money as they work towards their college degree. The IB Diploma Programme students take IB English HL Part I and IB English HL Part II in grades 11 and 12.

Teachers follow the curriculum and pacing guides framed in College Board for the Pre-Advanced Placement Program (Pre-AP); students have frequent opportunities to engage deeply with texts, sources, and data and compelling higher-order questions and problems. Across Pre-AP courses, students experience instructional practices and routines that help them develop the important critical thinking skills needed to succeed in Advanced Placement (AP). Pre-AP courses are directly backmapped from specific AP courses and often include strong connections to multiple AP courses (College Board website).

Teachers have the agency to create both formative and summative assessments; however, there are

benchmark assessments (beginning of the year, middle of the year, and end of the year) that are administered systemwide, providing evidence on how Banneker students measure against their district peers. The formative assessment data drives the weekly data meetings (WDM).

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

The mathematics curriculum consists of Pre-AP Algebra I, Pre-AP Algebra II, Pre-AP Geometry, AP Statistics, Probability, and Statistics, AP Calculus AB, Pre-Calculus, IB Math Studies SL I, and IB Mathematics: Applications & Interpretation SLI.

The Pre-AP Algebra I course builds the foundation for upper-level mathematics by studying beginning-level Algebra I (9th grade). Pre-AP Algebra II (10- 11 grades) course builds from the students' knowledge of linear, quadratic, and exponential functions. In this course, students will extend their repertoire of functions to include polynomial, rational, radical functions, logarithmic, and trigonometric functions. Pre-AP Geometry with Statistics (9- 10 grades) is designed to give students a meaningful conceptual bridge between Algebra and Geometry to deepen their understanding of mathematics. In this course, students are expected to use mathematical knowledge and skills they have developed previously to problem-solve across the domains of algebra, geometry, and statistics. Pre-calculus (11 - 12 grades) completes the formal study of the functions begun in Algebra I and Algebra II. Students focus on modeling, problem-solving, data analysis, trigonometric and circular functions and their inverses, polar coordinates, complex numbers, conics, and quadratic relations. Probability and Statistics (12 grade) is a full-year study designed primarily as a preparation course for college, technical school, or junior college. AP Statistics course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. The AP Statistics course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. AP Calculus AB is an introductory college-level calculus course. Students cultivate their understanding of differential and integral calculus by engaging with real-world problems represented graphically, numerically, analytically, and verbally and using definitions and theorems to build arguments and justify conclusions as they explore concepts like change, limits, and the analysis of functions.

All math offerings are vertically aligned to the mathematical practices embedded in other mathematics courses, including AP, and in college, giving students multiple opportunities to strengthen and deepen their work with these skills throughout their education. They also support and align with the AP Calculus mathematical practices, the AP Statistics course skills, and the mathematical practices listed in various state standards. Additionally, the areas of focus in Pre-AP Algebra 1 allow students to develop the core skills they need to build up their readiness for AP Computer Science Principles.

Formative assessments include all forms and mechanisms that formally evaluate individual student progress and mastery. Interim assessments can range from traditional tests and quizzes to performance-based tasks demonstrating student integration and application throughout the unit. Final products or exams assess student understanding of skills and concepts practiced and learned over time across multiple units in a semester. They can be administered by the district or be teacher created. Summative assessments include mid-term or final exams, semester projects, or Capstone Projects. Use of this category is optional, and grades earned in this category are not included in quarter/term/advisory grades. Instead, results from these cumulative examinations are included in students' final grades.

IB Mathematics: Analysis and Interpretations SL (IB Math AI SL) course recognizes mathematics and technology's increasing role in diverse fields in a data-rich world. As such, it emphasizes the meaning of mathematics in context by focusing on topics that are often used as applications or in mathematical modeling. To give this understanding a firm base, this course also includes topics that are traditionally part of a pre-university mathematics course, such as calculus and statistics. Other course topics include algebra, functions, geometry, and trigonometry. The course extensively uses technology to allow students to explore and construct mathematical models. Mathematics: applications and interpretation will develop mathematical thinking, often in the context of a practical problem and using technology to justify conjectures. Students are assessed through formative and summative assessments, with a primary focus on summative assessment to record student achievement towards the end of the course of study. Assessment is criterion-related, not norm-referenced. Summative assessments include compulsory short-response questions using a calculator

based on the IB Math AI syllabus from the IB. Students also conduct a mathematical exploration of an area of mathematics that is marked by the instructor and moderated by the IB.

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

Banneker's science curriculum consists of Pre-AP Biology, Pre-AP Chemistry, Environmental Science, Physics, AP Biology, AP Environmental Science, IB Biology HL I, and IB Biology HL II. All these align with Next Generation Science Standards (NGSS) except IB Biology. IB biology is embedded in the International Baccalaureate Standards and follows the IB-designated curricular activities and assessments sequence.

Instruction in the non-IB courses is supported by pre-AP curricular resources and the district-provided STEMscopes curriculum. Each unit is grounded in an anchoring phenomenon and aligned to lessons using the 5E format (Engage, Explore, Explain, Extend, and Evaluate). Students ground their learning and conceptual understanding of content through the Next Generation Science Standards and Engineering Practices (asking questions and defining problems, developing and using models, planning and carrying out investigations, analyzing and interpreting data, using mathematical and computational thinking, constructing explanations and designing solutions, engaging in argument from evidence, and obtaining, evaluating and communicating information). Developing competence in these skills lays a foundation that supports learning content and applying skills that are necessary to be successful in the upper-level AP Biology and AP Environmental Science courses. AP Biology and AP Environmental Science cultivate student understanding through inquiry as they study evolution system interactions, bioenergetics and information storage and transfer, energy transfer, and sustainability.

Both formative and summative assessments are used in each course to inform instruction. Students are assessed formative through Claim-Evidence-Reasoning (CER) prompts and multiple choice and open-ended response questions. Summative assessments include teacher-created units and mid-term exams. All students enrolled in Pre-AP biology take the state-mandated DC Science test at the end of the year. Students enrolled in Advanced Placement courses take a series of released practice exams to prepare for the AP exam at the end of the course. In weekly data meetings, teachers for all courses review data from formative and summative assessments to identify gaps in student understanding and then create re-teach plans to close those gaps.

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

The social studies curriculum includes the following courses: Pre-AP World History, AP World History, U.S. History, Principles of U.S. Government, DC History and Government, Street Law*, AP US History, AP Government, AP Human Geography, AP Microeconomics, IB History of the Americas, IB 20th Century World History, IB Theory of Knowledge I, and IB Theory of Knowledge II. Student interest in these classes has driven us to provide several after-school AP to open access to all students, not just the upperclassmen. To ensure students' success, students are provided with advance schedules, including due dates, a calendar that allows them to see all assignments for every class and instructions on organizing their assignments and materials. All social studies teachers are available every day at lunch for tutoring and answering questions. Teachers are in weekly contact with parents via email. The courses are set up to empower students to approach the study of the content in a new way. The AP and IB classes are demanding and authentically college-level.

Each class has a Social-Emotional Learning (SEL) component; students focus on the Social-Emotional Learning skill of Social Awareness. This class develops Social Awareness by enabling students to learn about local, national, and global issues.

AP students have weekly formative and summative assessments in preparation for the AP exam. These are in the form of quizzes, tests, and essays. Students complete an independent research project after the AP exam.

In AP writing, students learn to support historical assertions with concrete examples by writing short answer

questions (SAQ's), document-based questions (DBQ's), and long answered questions (LAQ's); they develop historical arguments by writing thesis statements; evaluative thesis statements with two categories of analysis; comparison, causation, or continuity and change over time (CCOT) analysis.

Students analyze written and visual primary sources by paraphrasing, describing, and citing historical documents. Students develop their periodized history by learning to analyze and compartmentalize history based on the analysis of significant turning points. Students are asked to analyze politics, conflict, economics, and social/culture to determine beginning and ending points. Students develop their geo-literacy skills by analyzing systems interactions, interconnections, and implications with the civilization and how people analyze these symptoms to make decisions. Students then analyze how these decisions impact civilizations.

Student writing assignments are aligned with the College Board AP writing rubrics. Students are given guidance on using these rubrics and extensive feedback on their work. Exemplars are posted in each social studies class so students know the writing expectations. Students have at least four summative assessments per quarter. These are essays, quizzes, tests, projects, and presentations.

*The Street Law class is a 12th-grade elective in collaboration with Georgetown University Law School, where students compete in annual district-wide Mock Trials. Students are exposed to a courtroom with a practicing judge as they present a case that connects them to real-world situations. This course has been instrumental in many of our students matriculating into the law profession.

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

The core curriculum requires mastery of rigorous knowledge and skills in English (ELA), mathematics, science, and history. Content knowledge and skills in the core curriculum areas provide the foundation for all disciplines. Banneker offers pre-college courses, college-level courses, and other college readiness opportunities, such as dual enrollment, to ensure successful participation in postsecondary opportunities. Curriculums such as Advanced Placement (AP), International Baccalaureate (IB), and dual enrollment focus on the skills colleges and employers demand most. Those skills include effective verbal and written communication, problem-solving, critical thinking, and analyzing information. The school also provides the assessments such as the PSAT and SAT that align with college and career. The SAT is provided twice yearly during the school day to ensure equal access to grades 11 and 12, and the PSAT is offered annually to grades 9 – 11. Assessment preparation is offered within the curriculum and during the summer and before and after school, at no charge for students. Every 9th-grade student takes a CTE class. They are introduced to Microsoft Office: Microsoft Word, PowerPoint, and Excel. Additionally, the robust community service program that Banneker requires its students to complete 270 hours often provides internship opportunities during the summer, yielding experience in career fields such as veterinarian science, medicine, engineering, and more. The professional school counselors provide access to early college and summer enrichment programs for specific majors, such as Cornell University's Summer College Program and Howard University's High School Summer Science Academy, to name a few. The Banneker Summer Institute (BSI) sponsors two college tours for all incoming 9th-graders, introducing them to several local universities (Howard University, Georgetown, George Washington, and George Mason) to make meaningful connections with local universities.

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

N/A

2. Other Curriculum Areas:

2a. Arts (visual and/or performing)

Music education is an integral part of the school curriculum, which provides an outlet for auditory creativity and self-expression. Students can take General Music, Piano Lab, Music History, and Bach to Rap courses.

Our mission is to help all students establish a solid and permanent relationship with music, contributing to their personal growth, cultural literacy, and enrichment throughout life.

The Art courses, Art I, Drawing and Painting, AP Art History, IB Visual Arts SL I, and IB Visual Art SL II, are a foundational study of art content integrating the areas of artistic perception, structure, and function of design; American and world art historical and cultural context; art criticism; connections to other disciplines, technology, and careers; and the artist's role in society. It is designed to provide students with the tools to interpret and communicate about works of art and learn the skills and knowledge necessary to produce each art form. The intended outcome is artistic literacy. The courses facilitate comprehension of art concepts, and meaningful hands-on learning experiences allow for personal growth and creative expression. Various art forms and media are developed in drawing, painting, sculpture, digital technology, printmaking, and advertising design, which lead to a reflective portfolio. As students apply the principles of aesthetics and art criticism, they begin a lifelong appreciation of the arts. The Art and music programs are open to grades 11 and 12.

Formative and summative assessments include terminology/word identification and a final project. The final project is a research paper on a theme exploring unifying connections between various artists and composers. The summative assessment is a cumulative mid-term in the year-long courses or final exam per advisory. The AP Art students take the College Board end-of-year exam and a final summative assessment (teacher created). AP Art History students curate their own exhibit based on what they have learned throughout the yearlong course. The IB Visual Arts requires both a mid-term and final exam (teacher created).

IB Art students are assessed internally and externally by the IB through three criterion-related assessments.

2b. Physical education/health/nutrition

Physical Education courses - Fitness and Lifetime Sports I, Fitness and Lifetime Sports II, and Health I expose students to fundamental topics in health-related physical fitness, nutrition, and stress reduction. Students learn how to develop an individual optimum level of physical fitness, acquire knowledge of physical fitness concepts, and understand the significance of lifestyle on one's health and fitness. Students develop a personal fitness program based on regular fitness assessments and related goals.

The Health Education course provides learning experiences related to health concepts and safety practices in the maintenance and improvement of body efficiency, including health skills in coping with life situations; sexual behaviors that result in HIV, AIDS, or other STDs; consumer concerns; environmental health; family life; mental and emotional health; injury prevention and safety; nutrition and personal health; prevention and control of disease; alcohol, drugs, and tobacco; and an introduction to cardiopulmonary resuscitation (CPR) skills. Students analyze their own eating habits and make recommendations for improvement, explicate the impact of drug use and abuse on the body, create a plan for home safety, and investigate issues related to human sexuality.

All 10th-grade students are enrolled in a semester independent research course addressing approved health topics to research, complete a 10-page research paper, and present and share an overview of information/data to their classmates as their summative assessment.

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

Banneker offers Latin, Spanish, and French to students in grades 9 through 12. In accordance with Common Core, students interact with the language through interpersonal (speaking-listening & reading-writing), interpretive (reading, listening, viewing), and presentational (writing, speaking & visual representations) domains. Mastery is achieved through learning the basic structures of nouns and verbs and improving comprehension of grammatical constructions. Learning vocabulary reinforces the structure and links

between the targeted language and English.

Formative quizzes are administered weekly, with a minimum of four per advisory. Summative unit tests occur every three weeks. Students are informed of test/quiz dates one week in advance to allow adequate preparation time. Assessments are standards-based (which designates whether a student has mastered a concept - interpersonal, interpretive, and presentational modalities) via the Common Core strands of reading and writing, and sometimes, when appropriate, speaking and listening. Larger projects which are considered summative will occur once per advisory. The assessments focus on students' ability to write, listen, respond, translate, and conjugate in the targeted language. This prepares them for the National Latin Exam and the Standards-Based Measurement of Proficiency Exam (STAMP).

2d. Technology/library/media

Banneker provides students with one-on-one computers, meaning each student has a personal computer to use in class and take home daily.

Computer Applications I introduce the students to Microsoft Office: Microsoft Word, PowerPoint, and Excel. It provides an overview of microcomputer applications, briefly introducing computer concepts, Microsoft Windows, and Microsoft Office. This hands-on course is designed to help students develop computer and keyboarding skills that are needed for college preparation and personal use. In addition, appropriate software for Word processing, Presentation, and Web Development is used to perform various activities.

Computer Applications II builds on the concepts and skills developed in Computer Applications I. The goals include receiving the Microsoft® Word Associate Certification. Microsoft PowerPoint is also taught. The course provides the skills necessary to create and manage presentations using various features, including enhancing slide shows with charts, automation, transitions, and audio and video media.

Students who complete this course section will receive the Microsoft Office Specialist PowerPoint Exam. Completing the certification exam validates the knowledge and skill sets of individuals seeking employment or career advancement. Students learn to create, modify, enhance, and manage various documents such as letters, forms, and newsletters. The course prepares students to take the Microsoft Office Specialist Word Exam. Completing the certification exam validates the knowledge and skill sets of individuals seeking employment or career advancement. Additionally, Microsoft Excel is included in the course. Professional-looking spreadsheets for various purposes and situations are created. Students who complete this course section will receive the Microsoft Office Specialist Excel Exam validates their knowledge and skills.

Microsoft Office Suite certifications are the only globally recognized credentials that validate students' technical expertise in ultra-popular business productivity applications within the Microsoft Office Suite. Microsoft Office Specialists tap into the full features and functionality of Microsoft Office, resulting in increased job candidate marketability, improved academic performance, and enhanced confidence and productivity in the workplace.

The Computer Application Courses follow the National Educational Technology Standards.

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

The AP World History for all grade 10 students has become successful over the years. Since SY-9/10, all freshmen students at Banneker have been required to take Pre-AP World History, and sophomore students have been required to take AP World History (APWH). This course exposes students to a college-level survey of historical content knowledge and requires analytical skills such as comparison, interpretation, contextualization, periodization, and argumentation. Students show these skills through several types of essays on the AP exam at the end of the year. Teachers struggled with how to make the AP curriculum accessible and challenging for all sophomores, all of whom would take the AP exam, and students struggled to meet the requirements of the College Board—less than 25% of students passed the AP World History exam in the first years of this initiative. In SY-14/15, the APWH teachers implemented After School

Writing (ASW), a required component for all sophomore students to stay after school one day a week to write a timed AP-style essay. On Mondays after school, the entire sophomore class reported to the cafeteria, submitted their outlines, and wrote for 35-45 minutes, depending on the style of essay. Students used special writing packets that included the rubric and tips for how to meet the requirements. Students who could not stay after school wrote during lunch on Mondays. In the first year of implementation, only one of the course teachers required ASW and only for the months of March and April as students prepared for the exam. For SY-15/16 through SY-19/20, all sophomore students, regardless of the teacher, have done ASW for the entire school year. Since SY-21/22, we have changed ASW into in-class Wednesday writing to make the program more accessible for all students. Weekly writing is one of the primary reasons why student performance on the APWH exam increased to 33% of students in 2015 and 57% of students in 2016, which is above the average pass rate for students who sit for the exam. The average pass rate since 2016 has been over 50% every year except for 2021 when our school was virtual for the entire year. Additionally, the average score and the number of students scoring 4s and 5s on the exam increased. Weekly writing requires students to review course content throughout the year and practice historical thinking skills more than traditional class time would allow. After seeing the success in APWH, weekly writing and revision of weekly writing essays have been implemented in all AP and IB Social Studies courses at Banneker.

Additionally, the effects of such an extensive reading and writing program in AP and IB Social Studies support SAT. The SAT scores for Reading increased from 477 in SY-13/14 to 549 in March 2023. Weekly writing develops students' reading and writing skills and their content knowledge, a crucial component of success in reading and writing.

3. Academic Supports

3a. Students performing below grade level:

We believe that all students can achieve. Banneker includes multi-tiered school systems (MTSS) to support the whole child to ensure that the multiple levels of learners can meet the expectations. These systems are interventions and acceleration (academically, mentally, and emotionally) opportunities that meet students where they are to individualize the experience.

We offer a ninth-grade student transition program, the Banneker Summer Institute (BSI), that helps students learn the culture and expectations of the school in a low-stakes environment. During the summer months, SAT boot camp is offered for 11th-grade students. Finally, we provide twelfth graders with a writing workshop (Story 2), and the Professional School Counselors spend a week introducing them and their families to the college application process. These practices are most valuable in preparing students for the new school year.

During the year, students receive small group tutoring opportunities, office hours, SAT prep, Saturday academies, whole-child socio-emotional sessions (focused on executive functioning development and stress management), monthly parent collaboratives, and the staff conducts quarterly student talk meetings. Banneker's Wellness Health Team works with our Student Wellness Ambassadors to schedule and plan sessions relevant to students' needs. The Student Ambassadors frequently meet with their peers with the support of the school wellness team.

Banneker offers student well-being and whole child support. The school psychologist, social worker, and counselors all work to support academic success and the full continuum of needs for mental health. Their roles are complementary and do have some overlap, particularly at the universal level of school-wide support. The counselors, school psychologist, and social worker engage in school-wide prevention activities and hold small groups on various school success and social-emotional topics. The counselors, for example, support students through academic planning and goal setting, classroom lessons based on student success standards, and small group counseling. The school psychologist is an integral member of school-based multidisciplinary teams. They can help educators match interventions to student-specific needs.

The school psychologist also completes psychological assessments to help school teams determine if students meet the eligibility criteria for a disability classification that requires specialized instruction and

related services. Finally, the social worker is the only school-based mental health staff who is both licensed by the Department of Health (DOH) and certified by DC's Office of the State Superintendent of Education (OSSE). They are trained to provide evidence-based treatments and practices for students and are best suited to provide behavioral support services as prescribed on students' 504 Plans and Individual Education Programs. The social worker also completes social work assessments, functional behavior assessments, and behavior intervention plans to help school teams make data-informed decisions related to positive behavior interventions.

3b. Students performing above grade level:

Students who perform above grade level are supported in multiple ways. Although 90% of the 9th – 10th graders were proficient on the standardized PARCC (Partnership for Assessment of Readiness for College and Careers), Tier I Student Support Plans are created for all students to ensure academic growth continues with fidelity. Each content area department collaborates to outline and align specific Tier 1 supports that every student should experience. These supports include students having access to high-quality content, opportunities to apply learning to real work scenarios, and opportunities for students to learn using multiple modalities. Tier 1 support plans are meant to provide all students with engaging and relevant classroom experiences. Additionally, teachers use MTSS (Multiple Tiers Systems of Support) to review student work during weekly data meetings. This student work review protocol includes students who perform above grade level. After going through the protocol, teachers develop extension lessons for students who have achieved the instructional goals, allowing them to apply their learning. Students who perform above grade level are also encouraged to challenge themselves during course selection. These students can take multiple advanced placement courses to experience college-level coursework.

3c. Students with disabilities:

Although 1% of students have an Individualized Education Plan (IEP), they can meet the rigors of the curriculum with modifications. Four percent of our students have 504's. These students have accommodations and related services to access the general education curriculum. Banneker's special education (SPED) teacher creates Individualized Education Plans (IEPs) for all students to remain in the general education setting to receive grade-level instruction, with general education teachers providing tier-one support. The SPED teacher then provides supplemented classroom support before or after school. These supplemental supports are intended to fill skill deficiencies and executive functioning skill gaps. The SPED teacher helps the students build the skills necessary to succeed in grade-level and advanced courses.

The SPED teacher provides true wrap-around support to help students succeed in their classes and beyond. The SPED teacher also works on executive functioning skills and socio-emotional learning skills to help the students become better prepared and more successful in their coursework. Focusing on academic, SEL, and executive functioning skills within and outside the classroom ensures students can meet academic standards.

The 504 coordinator develops plans that target specific academic, socio-emotional, medical, or executive functioning needs. They are plans that ensure accommodations are provided to meet individual needs. The coordinator and mental health team progress monitor the students throughout the year, often meeting with students individually or in group settings. These progress monitor meetings happen frequently and are intended to ensure that students receive the resources that guarantee students an equitable learning experience.

We believe that students with disabilities deserve resources that help them improve their academic, socio-emotional, and executive functioning skills. We believe in educating the whole child and providing an equitable school experience.

3d. English Language Learners:

Banneker follows the guidance of the Office of the State Superintendent that all English learners (ELs) will have equitable, meaningful access to high-quality academic and linguistic programs in an inclusive, welcoming environment.

Banneker values and includes ELL students specifically as a valued part of their vision for the school and students' success. We provide a high-quality educational environment that equips students with the knowledge and skills necessary for language proficiency, grade-level content mastery, higher education, and career readiness. The ELL students and their families are key stakeholders within the Banneker community. We partner with families, educators, system leaders, and communities to nurture ELL students' linguistic, academic, social, and emotional development. Banneker values the cultural and linguistic backgrounds of English Language Learners.

Banneker provides an itinerant teacher to the English Language Learners for services 2 - 3 times weekly. The teacher also conducts weekly check-ins for the monitored students. The students are in levels 5 and 6. Academically, they are meeting and exceeding academic expectations.

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

N/A

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

Benjamin Banneker Academic High School offers over thirty school clubs and other extracurricular activities to encourage students to stay engaged. These allow students to explore and develop interests and talents outside the classroom. New clubs are added as students express an interest in having them. Colleges seek students with demonstrated involvement in activities outside the prescribed curriculum and academic achievement. Students must maintain a 2.0 average to participate in club activities.

All teachers offer to tutor before and after school and during lunch. High-Intensity Tutoring is included in Banneker's tutoring program to support student learning loss experienced during the pandemic. It is offered three days weekly for small/one-on-one sessions with teachers in the core content areas.

Although Benjamin Banneker Academic High School is known nationally for its academic program, it also has a thriving and competitive athletic program. The program includes boys and girls cross country track, indoor girls and boys track and field, outdoor girls and boys track and field, girls volleyball, girls softball, girls and boys soccer, girls flag football, competitive cheerleading, stunting, and girls and boys soccer.

Social and emotional wellness is a priority at Banneker; therefore, student social activities have been a priority. They include an annual winter ball and quarterly ice cream socials. The socials are usually at the end of the term to celebrate completing the advisory.

"American Education Week" celebrates students' accomplishments. The "Celebrate Success Assembly" is the culminating activity in which students are recognized and celebrated for their involvement in essay contests, poetry slams, science competitions, and more. The assembly has been a pillar of celebrating our students for years in recognition of all of their hard work both in and outside the classroom.

The National Honor Society/French and Spanish Honor Societies and Mu Alpha Theta are inductions that students earn when they reach a 3.2 and above for consecutive years. The students are inductive at an assembly to which family, guests, and peers are all invited.

Math Day, also known as Pi Day (March 14), is celebrated in every mathematics class by students through participation in math games and activities. Additionally, it is followed by a math assembly where students showcase their math skills.

The Student Government Association (SGA) provides a voice for the students. It comprises a student president, vice president, treasurer, and secretary.

Students are assigned to an advisory at the beginning of their tenure at Banneker. Their advisor is an additional support person for any/all reasons, including academic and social/emotional. The program aims to develop relationships with other adults in the building beside their teachers. The advisory program is every other week, one hour per day.

Banneker has been granted special permission to meet with students during teacher professional development days. Re-purposing the teacher PD days to student PD days has been a valuable asset, especially in targeting specific groups of students, such as the 10th graders, in preparation for the first college-level course assessment (AP World History).

All Banneker students are committed to completing 270 hours of community service to graduate. Students go to their location each Wednesday after school to earn 1-2 hours of community service per week. In 11th and 12th grades, students arrange their community service location. They may select locations to volunteer based on personal interests or future career goals. Students are evaluated on their timeliness, respectfulness, and ability to complete tasks as assigned.

2. Engaging Families and Community:

Engaging our Banneker Families has always been a part of the program's success. We host Parent/Teacher Conferences both Fall and Spring, according to the district; however, Banneker hosts monthly parent collaboratives to ensure ongoing parent/teacher engagement is frequent. The Parent/Teacher Organization is an integral entity of the Banneker community. They collaborate with the administration and teachers monthly and host several activities throughout the school year, such as teacher appreciation week and student fun activities. Back to School Night is held every October to introduce families to the new school year and connect as partners on student achievement. Open Houses are held in November and December for families and community members to explore the program, specifically the culture and atmosphere of Benjamin Banneker Academic High School. Student Drama Productions are held in the Fall and Spring to showcase the talents of Banneker's students in the arts. The productions are created and produced by students. Alumni Events are held annually to continue collaborating with our alumni and current students and families. We host "Alumni Day," where the alumni return and share their experiences and careers with students. The SGA and the Parent Teachers Organization (PTO) sponsor the Annual Winter Ball. Students dress in their most prestigious ball attire for a formal ball. Teachers and parents also participate. Home visits often occur regularly by the attendance counselor and the wellness team. Visits are spontaneous and in support of our most vulnerable students.

3. Creating Professional Culture:

Benjamin Banneker Academic High School's Principal and the leadership teamwork with the staff to create a collaborative professional culture rooted in student-focused and coaching culture. The staff shifts and changes pedagogical practices to meet students where they are to ensure all students can meet their expectations. Teachers are provided with ongoing Whole Child Development PD, AP, IB best practices training, and weekly department student data analysis meetings (WDM).

Teachers participate in weekly Learning Together to Advance Our Practice (LEAP) meetings where student work and student data drive the collaboration. These weekly data meetings allow teachers to identify gaps, create re-teach plans, and to progress monitor growth. They help teachers be able to project how students will perform by the end of the year because each meeting is grounded in student products.

These professional and individual developments aim to ensure that staff is trained to provide an aligned and rigorous four-year educational experience. BBAHS implemented Pre-AP to prepare students with the foundational skills (observing and analysis, evidence-based writing, academic conversations, and higher-order questioning). The training has led to vertical collaboration/articulation to increase the students' Advanced Placement exam scores (which are in the best interest of young people).

BBAHS also partners with a multitude of organizations in the city. We utilize these organizations to build staff content knowledge, pedagogy, and whole-child skills. We have partnered with Howard University's Education Department to provide training on trauma-informed practices and implicit bias's impact on pedagogy, expectations, and relationship building.

Other organizations, such as The Smithsonian, The Kennedy Center, etc., provide training on pedagogy and content. Teachers can attend these trainings to improve their practice and provide content from various perspectives. These opportunities also allow teachers to collaborate with peers from across the city.

In addition to the above, the recent pandemic has forced us as a staff to improve our social-emotional learning capacity as individuals and as a school. We have partnered with various organizations such as Collaborative for Academic, Social, and Emotional Learning that have helped improve the staff's capacity to lead social-emotional lessons that target students' whole child development. Our staff must also attend our district's professional and individual developments that focus on creating a more inclusive and equitable experience.

4. School Leadership:

The school's leadership philosophy follows the legacy of Dr. Vincent E. Reed, a visionary and founder of the program. Dr. Reed always put the needs of others first, a true servant leader. As a result, Benjamin Banneker Academic High School emphasizes the needs of students first and empowers them to reach their full potential, which requires focus, understanding, and developing their abilities. Following Dr. Reed's leadership style, the administration (Principal and Assistant Principals) and the Academic Leadership Team (ALT) believe every child can learn through rigorous and joyful learning experiences in a nurturing environment.

The ALT includes the Principal, Assistant Principals, teacher leaders, and content leads. They make decisions based on what is suitable for students. This planning group reviews and recommends programs, policies, and school structures such as scheduling. They are responsive to students' needs and "thought" partners with the Principal. The ALT works collaboratively to achieve common goals, with the mission of the school serving as the backdrop for all decisions. They study how our students learn best and use D.C. Public Schools' vision to guide their core principles.

The Academic Leadership Team shares the same core values...students first, equity, excellence, teamwork, courage, and most importantly, joy. The ALT meets bi-weekly and analyzes data to measure our success. The data drive the teaching and learning in every class.

5. Culturally Responsive Teaching and Learning:

The reopening of schools required Banneker staff and stakeholders to adjust our culture and practices to meet the needs of the young people as they transitioned back to a full-time school week. We focused on creating high expectations for whole-child development that are parallel and support high academic expectations. We developed mental health support structures that focused on helping our students deal with the stress of transitioning back to school and their internal expectations. Lunch groups, community counselors, Professional School Counselor in-class programs, student support plans, SEL moments, and student wellness ambassadors helped teachers better support students and meet students where they were. A staff member serves as BBAH's Whole Child Development (WCD) trainer. He trains staff quarterly in best practices to improve classroom relationships, leading to more culturally responsive instruction.

The Whole Child initiative strengthens community building and relations among staff and students to allow for an equitable approach to teaching for all students. The staff has been trained to build strong relationships with students and build a foundation for collaboration. Additionally, WCD identifies problems of practice, gathers and synthesizes diverse perspectives, and encourages cycles of continuous improvement.

Benjamin Banneker Academic High School uses D.C. Public School's mandated multi-tiered data system (MTSS). This system allows staff to implement different strategies used for different students. These notes and strategies are then accessible by all staff members to continue to support the student. This system allows for a wraparound approach that ensures all staff members know successful strategies.

Finally, BBAHS partnered with Howard University's Educational Psychology department to train staff on trauma, the impact of trauma on young high school students, and trauma-informed practices. This training helped staff to be fully aware of trauma's impact on a student's academic performance or behavior and strategies to navigate these incidences.

These strategies were implemented to serve our young people, especially during their transition back to full-time in-person. These practices helped the school develop a whole-child approach that focused on mental health, trauma, and executive functioning alongside academic rigor and expectations.

PART VI - STRATEGY FOR EXCELLENCE

A best practice that has been an integral part of Benjamin Banneker Academic High School's students' academic and whole-child success is Banneker's Summer Institute (BSI). The transition program has existed since 1990 and was created to provide students with a low-stakes opportunity to build relationships with 9th-grade teachers, peers, and other staff members.

Banneker enrolls students from over thirty middle schools or education campuses yearly (traditional public and public charter). The program is a four-week experience that brings students to school for four hours each day. Washington, DC, has a Summer Youth Employment program that targets all students of the city. Banneker collaborates with the city to ensure our school is a work site for students. This partnership is important to our students who must work during the summer months.

BSI is a bridge program designed to assist students in transitioning from middle to high school. Participants build relationships, learn about the school's culture, begin to understand the rigor of the 9th-grade courses, and are introduced to different cultures and college/university experiences around D.C. It allows the new students to collaborate and build a cohort that will encourage each other to be their best selves throughout their four-year experience.

Students learn about the rigor of the school by taking classes during their four-week experience. The classes provide students with school-year class experiences and assignments that show students what to expect during the upcoming year. The classes focus on placement assessments, foundational skills, and exemplar presentations that help students to understand what they are expected to accomplish by the end of their freshman year.

We also focus on students' executive functioning and socio-emotional development. As previously stated, we are a whole-child development program and a rigorous academic high school. Because we are a city-wide school, our students come to us from various socio-economic backgrounds, lived experiences, and academic experiences. We spend time during the summer institute building students' capacity to be prepared to do well at school on day one. The whole-child courses focus on skills such as time management, stress management, self-management, self-regulation, etc. These skills are necessary not only to succeed within our building but also to be able to succeed in community service (270 hours mandated), externships, programs, summer opportunities, etc.

Finally, Banneker's Summer Institute provides exposure opportunities for students. The nation's capital is our classroom throughout the four-year program, and we begin that exploration during BSI. We expose students to the many types of colleges and universities in our area and the many museums, historical landmarks, and government facilities that provide opportunities, unlike any other place in the world. We want our students to know how what they are learning can prepare them and transfer them to the many different careers that exist in our city and region.

This program gives students a glimpse of the expectations, rigors, opportunities, culture, activities, etc., that they will experience in their four years. It allows the students and their parents to learn to navigate these four years without the pressure of grades or high-stakes testing. It exposes incoming freshmen to upperclassmen and alumni who can explain the benefits of the four years at BBAHS. It allows for authentic relationship building and, more than anything, the opportunity to build trust. The program prepares students for the first day of school and has decreased the transfer rate and failure rates of 9th-grade students. On average, zero percent of our students repeat the ninth grade, and we re-enroll ninety-plus percent of our students every year. The program is a great opportunity to decrease the anxiety that often exists among incoming high school freshmen. Our students are better equipped and thrive because of Banneker's Summer Institute.