

BETHESDA-CHEVY CHASE HIGH SCHOOL EDUCATIONAL FOUNDATION

November 2013

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Foundation Invests in Excellence and Innovation at B-CC

In FY2013, the B-CC High School Educational Foundation continued its mission of supporting academic excellence at B-CC. It worked with B-CC faculty and administrators to identify and assess unmet needs, and funded programs and initiatives that enrich and extend the academic opportunities available to all students, regardless of family backgrounds and economic circumstances. Grants totalling \$151,331 were used to enhance academic achievement and post-high school opportunities for students, to purchase technology and equipment for departments, and to fund professional development for staff (see graph below).

The Foundation's three signature programs support students from before they enter B-CC through to their graduation. The Summer Academy helps incoming 9th graders and rising 10th graders who need extra academic support to successfully transition to high school and to be better prepared for college and career choices (see p. 4). TAP, Time for Academic Progress, offers after-school academic help to students in all grades and at all levels (see p. 5). CollegeTracks helps those juniors and seniors who are most at-risk of not getting to college navigate through the complex college admissions and financial aid processes (see p. 6).

In FY 2013, Foundation grants supported staff initiatives for our students: the Lunch Bunch English HSA prep program helps at-risk 10th, 11th, and 12th graders pass the English HSA, a graduation requirement; and the Minority Scholars Program and the Girls' Youth Leadership Group aim to improve the overall achievement of African-American and Latino students (see p. 8 and p. 9).

English teachers David Lopilato and Catherine Logan saw the need to develop students' non-fiction reading, writing, and analyti-

cal skills. The Foundation funded their new two-week Journalism and Media Literacy Intensive Workshop this past summer (see p. 8).

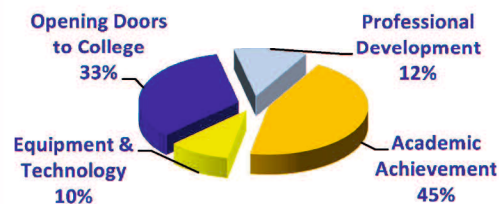
The Language Lab, the first technology-based language lab in Montgomery County Public Schools, was set up with Foundation funds in 2004. When its aging equipment needed upgrades this past summer, the school turned to the Foundation for help (see p. 9).

Foundation grants also paid for the subscriptions to websites and databases used by IB diploma and certificate candidates and by teachers and students in math and science classes. Grants also funded the purchase of AP/IB review books for students in the AP/IB support class.

In response to the cuts in development teacher and mentor positions at MCPS, the Foundation is funding a new B-CC mentoring initiative which uses experienced teachers to support new teachers at B-CC (see p. 9). The Foundation's annual professional development grants supported staff attendance to conferences to receive leadership training, acquire new skills, and learn about advances in their fields (see p. 10).

The Foundation acknowledges gratefully the generosity of the B-CC community—parents, alumni, faculty, community members, and local towns and businesses—whose donations made all these possible.

B-CC HS Educational Foundation FY2013 Grants by Categories



FY2013 Total Grants: \$151,331

**BETHESDA-CHEVY CHASE
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**2013-2014
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From the President

It has been said that a community's public schools are a reflection of the values of that community. I can tell you that this is certainly the case when it comes to B-CC High School.

We were very pleased that B-CC was one of a few high schools in the nation featured in the National Education Association magazine this summer for its ability to offer a world class education to all of its students, regardless of family background or socio-economic status (see p. 10).

Looking back on the 2012-13 school year, I am reminded of how community confidence in B-CC High School continues to grow. There are currently 1,872 students enrolled at B-CC, 74% more than when the B-CC High School Educational Foundation was created in 1995. At that time, confidence in the school had dipped and the community organized itself to help the school regain its footing. The Foundation was created as an independent 501c3 to serve as an ongoing source of vision and support for the school.

Since 1995, the Foundation has been run by a group of volunteer parents, alumni and local community members committed to ensuring B-CC reflects the values of academic excellence and diversity that have been its hallmark through the years. We are proud that so many members of our community choose to send their children to our school, including some who could afford alternatives.

A strong public high school is a reflection of a strong, engaged community, and we are very grateful to all of our donors whose support allows us to continue to underwrite critical programming at B-CC. Our signature programs—Time for Academic Progress (TAP), College-Tracks, and Summer Academy—continue to form the backbone of the academic support system at B-CC (see pages 4-6). And our other grants support a wide range of programs and priorities including teacher training, expansion of the IB & AP, college scholarships, mentoring, the Tattler, the art and music departments, and much more.

Finally, I am delighted to welcome two new Board members to the Foundation this year, Laudy Aron and Melanie Folstad, both of whom have children at the school and have become active members of our community. I also want to thank Ronna Borenstein for her service on the Foundation board; she stepped down this summer after ably chairing our communications committee for the past several years. We are always looking for new volunteers to join our work, so please get in touch with us if you are interested in getting involved.

Thank you for your support of B-CC!

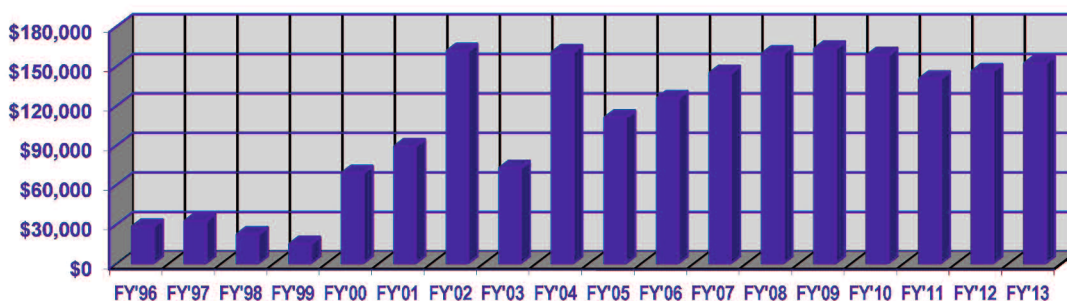


Matthew Gandal

Foundation Financials

The B-CC High School Educational Foundation raised \$152,220 in FY2013, a slight increase from FY2012, bringing the total amount of funds raised since its inception in 1995 to \$1.95 million. Our fundraising efforts in the past several years to expand academic support for B-CC students at all levels have had significant results.

**B-CC High School Educational Foundation
Annual Fundraising Results, 1996-2013**



Foundation's Mission and Priorities

Mission

The B-CC High School Educational Foundation is dedicated to providing the leadership and support necessary to ensure that students attending B-CC, now and in the future, enjoy the world-class education that is the school's historic legacy. The Foundation is committed to helping all students achieve high academic standards, attracting and retaining the highest-quality faculty, supporting a school environment where every student matters, and strengthening the bond between B-CC and the community it serves.

Goals

- Raise academic achievement—improve preparation of incoming 9th graders, support a rigorous curriculum, increase participation in advanced courses, provide tutoring and support to help students succeed, and ensure that all students are college-ready.
- Attract and retain the highest-quality teachers and staff—attract the most qualified candidates to B-CC, provide resources for teacher professional development, and improve communication among school, parents, and community.
- Support a school environment where every student matters—honor diversity, encourage mentoring and other student supports, and help maintain a small-school experience even as enrollment increases.
- Strengthen the bond between the school and the community—build awareness of the school within the local community, reconnect with alumni, and foster partnerships with local businesses.

FY2013 Foundation-Funded Projects

The generosity of our donors during the 2012-2013 school year enabled the Foundation to fund the following projects that enhance academic excellence at B-CC High School:

Academic Support Program (TAP)—after-school support at all levels in English, math, and science.

B-CC CollegeTracks—in-school, after-school, and evening workshops and trained mentors to help with the college application and financial aid processes for students who, although qualified, may be at risk of not going to college.

B-CC Community Scholarship Fund—scholarships for college-bound B-CC students who are facing financial hardships and would otherwise not be able to attend college.

B-CC Summer Academy and Mentoring Program—for incoming 9th graders: a three-week summer program for those who have struggled academically in middle school to work on English, math, science, study skills, and general school issues, with additional sup-

port throughout the school year; and for 10th graders: a one-week summer program to help them explore their post-high school options and plan their high-school work accordingly.

Department Support—annual subscription to *Quest* homework database for teachers and students in math and science; headphones for the Piano Lab to facilitate communications among teachers and students; a Bass and a Bass Rack for the Music Department; lunch-bunch program for at-risk 10th, 11th, and 12th graders to help them prepare for the English HSA; AP/IB review books for students in financial need; and a college visit for ESOL students.

Extracurricular Activities—printing of *The Tattler*, B-CC's student newspaper; a camera for the Yearbook staff; Writer's Workshop where students submit works for judging by local writers; college tours for the Minority Scholars Program students; the Girls' Youth Leadership Group for 10th-12th grade African-American and Hispanic girls; and training for a copier support intern.

Funding Priorities for FY2014

- After-school academic support (TAP) for all students
- Summer Academy and mentoring support for at-risk incoming 9th and rising 10th graders.
- CollegeTracks to improve college access for students who are most at risk of not attending college
- International Baccalaureate and Advanced Placement Programs
- Professional development for teachers
- Technology and equipment support

For these priorities, the Foundation seeks funds from the B-CC community—parents, alumni, businesses, and government and community organizations. Board members work closely with B-CC's faculty, administrators, PTSA, and alumni to coordinate support for the school.

International Baccalaureate Program—subscription to the *Questia* periodical/textbook web-accessible database for IB students, and subscription to the *Manage BAC* software package to streamline the administrative tasks of the diploma program.

Journalism and Media Literacy Intensive Workshop—a summer workshop for B-CC and Westland students to help develop their non-fiction reading, writing, and analytical skills.

Language Lab—Upgrades for B-CC's Language Lab's 9-year-old equipment and central operating system.

Lazarus Leadership Fellows—building leadership skills in community service for 15 selected students.

Mentoring Program for New Teachers—a new mentoring program for experienced teachers to support new teachers at B-CC.

Professional Development—grants for teachers to take courses and attend workshops and conferences.

Summer Academy 2013

From the parents of two 9th Grade Summer Academy participants:

".....He went from saying the first day that he didn't see the value to finding out that he is a Kinesthetic learner which he never knew and now has practical ideas of what study habits might work better for him. Thank you."

"Thank you for having my daughter! She needs quite a bit of support. I have to let you know I am very impressed by the program."

This past summer, 58 incoming 9th graders and 21 rising 10th graders enrolled in B-CC's Summer Academy program. The 9th Grade Summer Academy, started in the summer of 1999, aims to prepare incoming 9th graders who may have struggled academically or socially at Westland Middle School for a successful transition to high school. The 10th grade component, added in 2012, is a one-week program aimed at helping rising 10th graders think ahead about their post-high school options and learn to use the school's resources to explore possible choices.

For three weeks this past summer, the incoming 9th graders attended four classes each day. In their English class, they worked on their required summer reading, writing skills, and vocabulary development. In their math class, they worked on strengthening their pre-algebra and pre-geometry skills. In their study skills class, they reviewed skills such as note-taking, test-taking, and time management. In their seminar class, they learned about high school life and resources available at B-CC.

Students also spent a day performing community service, choosing from projects such as laying mulch at Locust Grove Nature Center, helping prepare bicycles for shipment to third-world countries through Bike for the World, making picture frames for residents at NIH's The Children's Inn, and joining in activities with residents at Bethesda Health and Rehabilitation Center and at the Sunrise Senior Living Center.

Parents attended an orientation on the first day of the program to meet the staff and learn about the program's expectations. They also went in at the end of the program to learn about their own child's progress and the resources available to the students in the fall.

The 21 rising 10th graders, all of whom had attended the 9th Grade Summer Academy the previous summer, started their week with a mock 20th-Year Class Reunion where students imagined themselves—in terms of careers, family life, and post-high school education or training—twenty years after graduation. The students then spent the week working with the Naviance computer program to investigate different post-secondary options and explore careers choices, including those suggested by the Naviance program that matched their personality and interests.

In addition, the students spent an afternoon visiting a business and a day participating in a

variety of service projects. Foundation Board member Bruce Rosenblum took the students on a tour of ProShares, an investment company. During the lunch and Q&A session, 6 ProShares employees talked with the students about their jobs and how their school, extracurricular, and work experience helped them prepare for the "real world".

Feedback from students was positive for both the 9th and 10th grade programs. On a scale of 1-3, with 3 being "confident or very comfortable", the incoming 9th graders gave a 2.3 for being prepared for the first day of 9th grade, a 2.5 on their knowledge of school resources, a 2.6 on their potential to be academically successful, and a 2.3 on their ability to handle stressful situations. The rising 10th graders also stated that they got a lot out of the week. They enjoyed searching for careers and colleges, and learning about "*all the options available after high school because [they] never knew there were so many.*"

Summer Academy students receive further support during the school year through BRAG (Barons Reaching Academic Goals), a follow-up mentoring program that was launched in the fall of 2006 in response to the need among Summer Academy participants for ongoing support in the 9th grade. BRAG staff tracks, monitors, and supports all the students recommended for the Summer Academy, even those who did not attend, as well as students whose grades dip below a 2.0 GPA in any interim or quarterly grade report. BRAG students are also invited to attend weekly lunchtime sessions where they are each matched with a National Honor Society tutor. In addition, staff volunteers serve as mentors and meet regularly with BRAG students.

B-CC's 9th and 10th Grade Summer Academy Program FY2009-FY2013

Year	Expenditures	No. of Summer Participants
FY2009	\$20,580	62
FY2010	\$20,000	52
FY2011	\$14,425	57
FY2012	\$19,432	72
FY2013	\$23,511	79

Note: The number of participants includes only those in the summer academy program and not the BRAG program to avoid double counting.

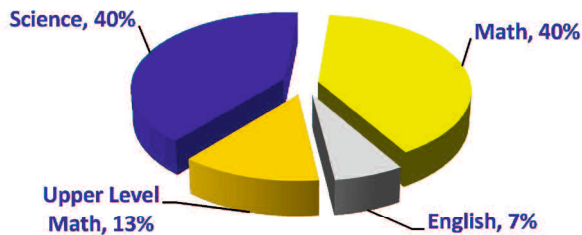
Time For Academic Progress (TAP)

TAP, one of B-CC HS Educational Foundation's three signature programs, is an after-school academic support program staffed by B-CC teachers. It allows students who need extra help, in all grades and from on-level classes to the most advanced classes, to find that help after school. TAP is held after school from 2:15-3:15pm three days a week at B-CC, and from 3:30-5:30pm two days a week at the Gwendolyn Coffield Community Center in Silver Spring.

During the 2012-2013 school year, TAP at B-CC offered sessions in math and science three days a week and English and upper level math two days a week. B-CC teachers – four in math, two in English, and two in science – shared the staffing of these sessions. Stacy Farrar, TAP coordinator, monitored attendance and determined appropriate staffing. Prior to significant tests, additional staff and classrooms were made available for the larger numbers of students.

According to data collected by Ms. Farrar, B-CC students made 1,144 visits to TAP at B-CC during the 2012-2013 school year. Most of the visits were to Math (40%) and Science (40%), followed by Upper Level Math (13%) and English (7%) (see Graph 1).

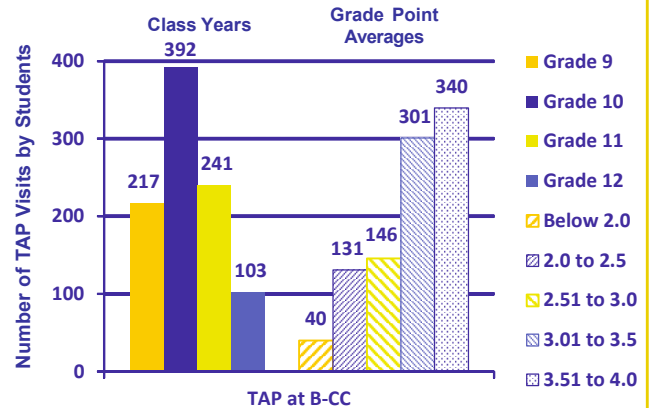
Graph 1: Percent of Visits to TAP at B-CC by Subject, 2012-2013



TAP at Coffield is another venue for students to receive academic support – a more convenient location for those who live in the Rosemary Hills area, and a more convenient time for those whose work or family responsibilities make it difficult for them to stay after school for TAP at B-CC. During the 2012-2013 school year, two B-CC teachers staffed these sessions and provided help in many subjects. Twenty-five students used TAP at Coffield this past school year.

TAP was helpful to students from freshmen to seniors, and to both students who were struggling to succeed in grade-level courses and students who needed extra support to succeed in advanced courses. Disaggregated data by class year and by grade point average show that students at all grade levels and with grade point averages ranging from below 2.0 to above 3.5 all sought help at TAP during this past school year (see Graphs 2 and 3).

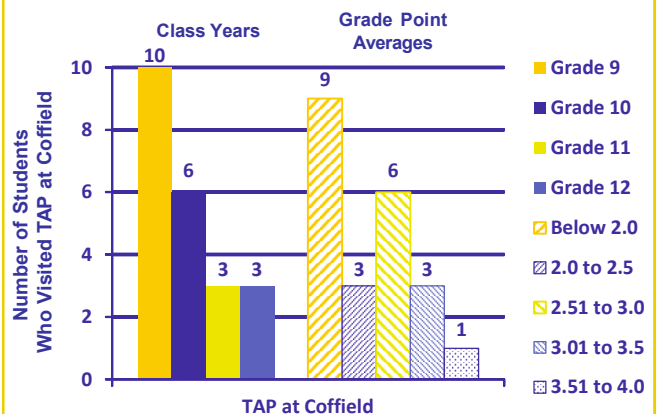
Graph 2: Number of Visits to TAP at B-CC, by Class Year and by Grade Point Average, 2012-2013



Having academic support throughout the school year is a major contributor to high academic achievement at B-CC. For students to be willing to stretch themselves and try more advanced courses, they need assurance that they can receive help when the need arises. TAP at B-CC provided that help. While 171, or 18%, of the visits to TAP at B-CC this past school year were made by students with GPAs below 2.5, 641, or fully two-thirds, of the visits were by students whose GPAs were above 3.0.

TAP at Coffield, on the other hand, served a much smaller but needier group of students. It offered the structure and small group support the students needed to get their work done. Out of the 22 students who had reported their data at their visits to TAP at Coffield last year, 9 had GPAs below 2.0, and only 4 had GPAs above a 3.0. One student, after getting help at TAP, passed the Geometry final and was able to graduate. Another student has improved so much in math that she went from Geometry to Algebra 2 this year. One attendee went from a 0.0 GPA last year to one A, one C, and 2 Ds this year, and another's grades improved from Cs and Ds last year to Bs and Cs this year.

Graph 3: Number of Students Who Visited TAP at Coffield, by Class Year and by Grade Point Average, 2012-2013



CollegeTracks at B-CC

CollegeTracks improves college access and success for students most at risk of not going to college – low income, first-generation-to-college, immigrant, and minority youth. Many of these students have no family members who could help them with the complexity and cost of getting admitted and finding enough financial aid to attend. CollegeTracks staff help students with exploring their interests and career options, identifying colleges that fit their abilities and goals, searching and applying for financial aid, and registering for and taking the required standardized tests.

The B-CC HS Educational Foundation has funded CollegeTracks each year since its inception, from a modest \$1,500 start-up grant in 2002 to an annual \$50,000 contribution since 2008 when it was added to the Foundation's signature programs. From an all-volunteer program, CollegeTracks has matured to one with two full-time staff members at B-CC and a large cohort of volunteers.

At B-CC, students can access the CollegeTracks staff and volunteers each day during lunch or Tuesdays after school. CollegeTracks staff and volunteers are also available to work with students on Wednesday evenings at Coffield Community Center in Rosemary Hills. Parents participate in the discussions with their seniors and work with staff to complete financial aid applications such as the FAFSA (Free Application for Federal Student Aid) which is required to get federal, state, and most institutional aid.

In the 2012-2013 school year, CollegeTracks served 243 B-CC students – 147 seniors (34% of the senior class), 80 juniors (21% of the junior class), and 16 sophomores. Among these students, 67% were first-generation college-bound, 51% were from low-income families, and 37% were or had been in ESOL. All of the 2013 CollegeTracks seniors were accepted into at least one of 200 colleges, 72% were accepted to at least one four-year college, and 96% of those who were eligible submitted a FAFSA. Together they were offered more than \$8.2 million in grants and loans for post-secondary programs (see table on the right).

In addition to helping students get into colleges, CollegeTracks' College Success Program, piloted in the spring of 2010, offers a wide range of guidance services to support CollegeTracks alums in their college experience and to help them succeed in getting the degrees they seek. CollegeTracks hosts workshops that teach critical success skills (for example, time management, financial aid/budgeting, and note-taking/study skills) and help students create a four-year plan to reach their graduation goals. College Success staff links students with campus supports, checks in on them twice a semester, monitors their academic performance, tracks their progress against their four-year plans, and connects them to help if needed.

B-CC CollegeTracks 2012-13

Number of Students Served:

Total	243
Seniors	147
	(34% of senior class)
Juniors	80
	(21% of junior class)
Sophomores	16

Demographics:

African-American	41%
Hispanic	24%
Asian	7%
Multi-Racial	11%
White	13%
Countries of origin	61
First-generation-to-college	67%
From low-income families	51%
Ever in ESOL	37%
Not native English speakers	66%

Outcomes for the 147 Seniors:

Admitted to at least one of 200 colleges	100%
Admitted to at least one 4-year college	72%
Submitted the FAFSA, if eligible	96%
Financial Aid offered	\$8.2M
No. of Colleges attending	61

CollegeTracks 2013 Highlight

In 2013, B-CC CollegeTracks students received awards from three of the most prestigious scholarship programs: the POSSE Foundation, Questbridge, and Gates Millennium.

B-CC CollegeTracks students had won these awards in previous years but this was the first time they won all three in one year.



B-CC CollegeTracks students celebrate with CollegeTracks Program Director Jenni Adams and Assistant Director Patty Olszewski

B-CC's IB Diploma Program

The B-CC HS Educational Foundation helped bring the prestigious International Baccalaureate Program to B-CC in 1996 and continues to provide grants to the program every year.

"...That kind of support makes all our lives easier. It means a lot to the students to have support not just from their parents but from the community, as well." – Ms. Groeneman, IB Diploma Program Director

The IB Diploma Program students held bake sales and penny tosses for the Foundation in FY2013.

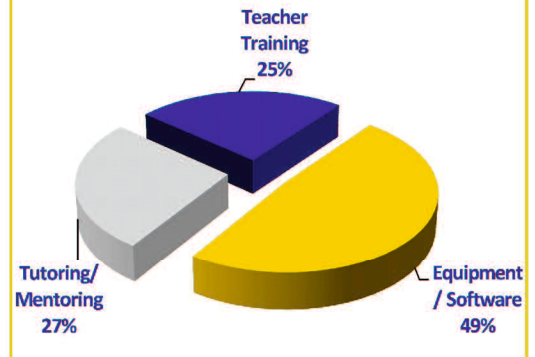
B-CC's International Baccalaureate diploma program, the first open-access IB program in Montgomery County Public Schools, has served over 3,300 diploma and certificate students since it started at B-CC in 1996. Students do not have to test in, or meet any entrance requirements to be enrolled in the program. They also can choose to be either a full diploma candidate and take the full complement of required courses, or a certificate candidate and take only the IB courses that they are interested in. Students make their selection in the spring of their sophomore year.

The first IB class to graduate from B-CC, the Class of 1999, had 23 diploma students. This past year, the Class of 2013 had 66 diploma students and 250 certificate students; 60 of the 66 diploma students successfully passed the diploma, an impressive 91% pass rate. Demand for the program continues to increase. For the current 2013-14 school year, there are 55 diploma candidates and 220 certificate candidates in the senior class, and 95 diploma students and 230 certificate students in the junior class.

Since helping to bring the IB program to B-CC in 1996, the Foundation has provided grants totalling almost \$49,000 in support of the program. In FY2013, it funded, for the third year in a row, the annual subscription of a software package called ManageBAC that helps diploma students log their CAS (Creativity, Action, and Service) hours and track their CAS work in the diploma program. The software also helps streamline the IB exam registration process for the CAS coordinator and the diploma coordinator.

In FY2013, the Foundation also continued to pay for the annual subscription to a research database called *Questia*, a web-based database of periodicals and texts that helps diploma students with research for their Extended Essay, and helps students in IB Anthropology, History, and Psychology classes. This past year,

Foundation's Grants to B-CC's IB Program, by Categories, 2002-2013

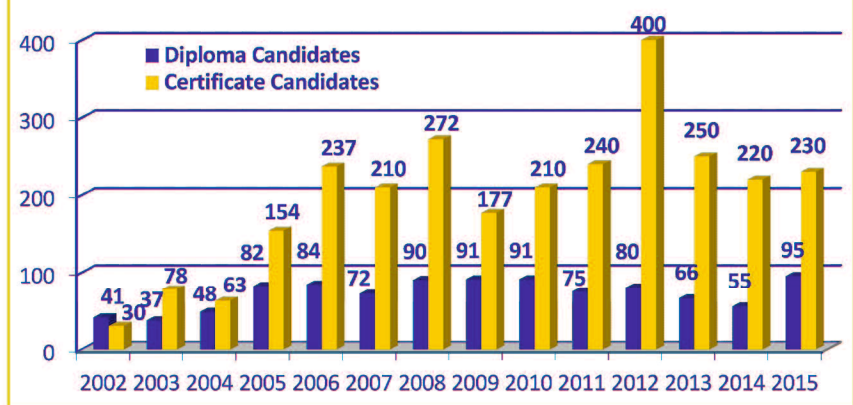


the Foundation also funded the purchase of IB review books for students in financial need.

Ever since its first professional development grant to the IB program in 1998, the B-CC High School Educational Foundation has been helping the diploma program teachers get the skills they need. In FY 2013, the Foundation awarded a grant to B-CC's Chinese teacher, Pu-Mei Leng, to attend a "teacher training and student summer camp" workshop where she gained familiarity and practiced teaching with different levels of TPRS (Teaching Proficiency through Reading and Storytelling) teaching technique.

"This workshop is one of its kind. The lead instructor is the only TPRS expert who also knows the Chinese language.....This is the best workshop I have been to. I have learned many practical skills and reassured my confidence in this teaching method. By the time I am writing this report, I have already applied a few skills in my first week's teaching. I had amazing results for the beginners." – Ms. Pu-Mei Leng

Enrollment in B-CC's IB Program, 2002-2015



Foundation Grants Support Department Initiatives at B-CC

In the 2012-2013 school year, the B-CC High School Educational Foundation awarded grants totalling \$27,053 to support departmental needs and various initiatives undertaken by the staff at B-CC. The following are some examples (see p. 3 for a complete list of grants):

The Summer Edition: a Summer Workshop on Media Literacy and Journalistic-Style Writing

This past summer, Foundation funds enabled 24 students from B-CC High School and Westland Middle School to attend a new workshop aimed to help students become more critical readers and stronger writers. Using opinion writing and analyses, the two-week workshop helped these students develop their non-fiction reading, writing, and analytical skills – skills that are increasingly emphasized in the MCPS English curriculum and the Common Core State Standards that Maryland and 44 other states have adopted.

The students worked with two teachers from the English Department, David Lopilato and Catherine Logan, 9am-12 noon every weekday morning for two weeks. They spent half of the morning discussing media literacy and current events, covering topics as varied as the media's treatment of "millennials", the future of print media, and the *Rolling Stone's* choice of Dzhokhar Tsarnaev on its July cover.

For the second half of the morning, the students were split into two groups—a middle and a high school group. One group worked with Mr. Lopilato, learning what made a strong feature story and writing a profile-based feature story. The other group worked with Ms. Logan on how to write strong

opinion pieces. The theme that united both sections was the media's coverage of teenagers and the impact of that coverage. The two groups swapped sections in the second week.

A number of the workshop participants' writings were featured in the back-to-school edition of *The Tattler* this fall, a testimony to their accomplishments this summer. More writings from the workshop are scheduled to appear in future editions throughout the school year.

Feedback from program participants was very positive:

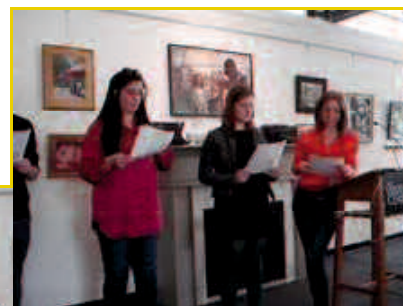
"Thank you for making this summer's BCC journalism class possible. It was a great experience and I made new friends and improved and gained new writing and journalistic skills. The course was a ton of fun and I loved my peers and teachers." – an incoming 10th grader.

"We want to thank the Foundation for sponsoring the summer journalism workshop led by Mr. Lopilato and Ms. Logan. Our son clearly made progress in his understanding of how to analyze journalism, research a topic and form his own opinion. He has advanced his critical thinking skills. As an incoming freshman to B-CC, these skills will be very helpful as he matures and takes on high school and college-level work. Thank you to the teachers for their dedication! Keep up the great work!" – parents of a 9th grader.

B-CC's Ninth Annual Writing Contest

B-CC's first annual Writing Contest was held in the fall of 2004, sparked by the Foundation-supported Poet in Residence program in place at B-CC at that time. Now in its ninth year, the Writing Contest continues to receive support from the Foundation to recognize and encourage the many talented writers at B-CC. Students in grades 9-12 submit original short stories, poems, personal essays, and one-act plays to be judged by the staff at the Writer's Center in Bethesda.

There were 52 entries this school year – seventeen in each of the personal essay, short story, and poetry categories, and one in the drama category. Faculty members and students from the *Chips* (B-CC's literary magazine) staff picked the finalists which were then sent on to be judged by the Writer's Center staff.



B-CC's 9th Annual Writing Contest winners and finalists read from their works at the award ceremony at the Writer's Center in May 2013.

Minority Scholars Program and Girls' Youth Leadership Group

Both the Minority Scholars Program and the Girls' Youth Leadership Group target minority students for greater support. The Minority Scholars Program is an enrichment program aimed at improving the overall achievement of African-American and Latino students at B-CC. The Girls' Youth Leadership Group is a support group for 9th to 11th grade African-American and Hispanic girls from the lower SES

neighborhoods in the B-CC community. One Foundation grant funds two college tours, one in the fall and one in the spring, for students in the Minority Scholars Program; and another grant supports weekly lunch meetings, field trips to visit colleges, and attendance at the Youth Leadership Summit in the spring of 2014 for members of the Girl's Youth Leadership Group.

English High School Assessment (HSA) Lunch Bunch Program

The English High School Assessment (HSA) Lunch Bunch program started in the fall of 2012 as an informal program to help 11th and 12th graders who had not yet passed the English HSA test, one of several HSA tests that students must pass to graduate. Teachers often paid for the lunches out of their own pockets. A Foundation grant enabled the staff to expand the program in the spring semester to include at-risk 10th and 11th graders who had not taken the test, and 11th and 12th graders who had taken and failed the test.

Using various test scores and teacher recommendations, the staff screened the entire sophomore class and identified approximately 100 Lunch Bunch “candidates” as at risk of failing the English HSA test. The staff assembled a “dossier” on each Lunch Bunch student that included their recent standardized reading test scores and English and read-

ing grades. Three 10th grade Lunch Bunch sessions were held every week.

For the juniors and seniors who did not pass the January 2013 English HSA, the staff held weekly sessions to help them prepare for retaking the test, using materials culled from workbooks, online test-prep resources, recent HSA tests, and B-CC teachers’ own original materials. They also worked with the students to improve their inferential-reading, grammar, writing skills, and test-taking strategies. In response to the students’ unanimous report that maintaining focus and comprehension while reading longer passages gave them the most problems, teachers developed new Promethean Board lessons focusing on reading and vocabulary. Almost 90% of those students who attended the Lunch Bunch program regularly last spring semester passed the May 2013 English HSA.

Mentoring Program for New Teachers at B-CC

The Foundation awarded a grant to the B-CC HS administration to fund a new mentoring program for experienced teachers to support new teachers at B-CC in the 2013-2014 school year. New MCPS teachers traditionally have received support from Consulting Teachers, Staff Development Teachers, and Mentors funded by MCPS. Unfortunately in the past few years, all these positions have been cut, substantially reducing the level of support new teachers receive.

The B-CC program will be modeled on the existing MCPS program, with priority given to mentors who have taken the MCPS Mentoring Course. Mentors are expected to meet with their mentees weekly and offer help in areas such as lesson plans, visits to other teachers’ classrooms, confidential peer visit/observation, and strategies for improving classroom management. Five new teachers are expected to join B-CC in the 2013-14 school year.

Language Lab Upgrades

This past summer, the Foundation gave a \$8,900 technology grant to B-CC High School to upgrade its 9-year old Language Lab. The Language Lab was installed at B-CC in 2004 when the Foundation, in response to an identified educational need from school administrators and faculty, launched a capital campaign and raised \$75,000 for a highly interactive, state-of-the-art language lab, the first of its kind in Montgomery County. Teachers and students in the foreign languages, IB, and ESOL (English for Speakers of Other Languages) departments went from relying on old-fashioned tape recorders to working with 32 student work stations, each equipped with a flat-screen monitor and headset, under the direction of a teacher-controlled central computer.

The high-tech Language Lab has vastly enhanced language instruction at B-CC. B-CC offers six foreign languages—Arabic, Chinese, French, Italian, Latin, and Spanish. Over 80% of B-CC students study at least one foreign language and about 100 ESOL students are enrolled in English classes. Before getting the Lab, B-CC students had little time to speak or be coached by their teachers for more than a few minutes during each class period. With the Lab, students can practice oral drills with self-recording and

voice playback. Teachers can send questions to each student, assign conversation partners, listen in on their students’ conversations, and make individual corrections as needed. One-on-one differentiated instruction is now possible, and testing oral comprehension can be done much more effectively and efficiently than with the old tape recorders.

Unfortunately after nine years, the Lab’s equipment and central operating system were in need of upgrades. The technology had grown less and less reliable. It was frustrating for the teachers to lose instructional time while trying to get the Lab back up and running properly when it failed. This past spring, B-CC obtained \$5,000 in equipment funds from MCPS, and the Foundation gave B-CC a \$8,900 grant to cover the balance of the cost of the upgrades.



Students get their instruction at work stations in B-CC's Language Lab

In June, the upgraded computer hardware was installed, along with 32 new microphone/earphones. The Lab also received three additional new student user panels to use in case a panel fails. “We look forward to being able to have the Language Lab for use for our students and teachers for many years to come. The Foundation’s financial assistance promises to be a great investment and is much appreciated.” – Luis Carias, B-CC Business Administrator.

Professional Development Funds

Quality teachers are the lifeblood of every school. Every year, the B-CC HS Educational Foundation provides grants for teachers to attend courses, workshops, and conferences to help them keep abreast of the latest knowledge in their fields and gain new skills. One such grant was used by four B-CC teachers (**Daniel Gallagher**, Social Studies; **Jonathan Brammer**, English; **Mandy Ewing**, Science; and **Chad Young**, Mathematics) to complete the week-long wilderness portion of the year-long North Carolina Outward Bound Educators Initiative.

The initiative is designed to help teachers develop classroom practices based on the philosophies of experiential education – instead of focusing on the transmission of knowledge, the teacher’s role is that of a facilitator, offering students appropriate challenging experiences and facilitating their critical reflection on these experiences to help their learning and growth.

The teachers’ wilderness experience taught them how important teamwork and community are. Immersion in a collaborative environment taught them that *“the growth of each individual was enhanced by the whole’s ability to work well with each other,”* said Mr. Gallagher. The teachers started integrating community building, experiential learning, and teamwork in their teaching this fall. Mr. Gallagher described how the experience led his AP NSL team to change the way they teach the Declaration of Independence, Federalist Papers Number 10 and 51:

“Instead of the teacher leading a class seminar of 30 students, the class was broken into smaller groups of about 10 students. The students led their own discussions of the historic documents. They were given rotating roles such as discussion leader, participation monitor, recorder, and rule enforcer. Because the students were able to lead and monitor their own small group discussions, they could participate more and engage in more discourse than they would have been able to in one large class discussion.”

Deb Newman, special education teacher, attended a national conference, “Students Who Are Wired Differently”, this past June on a Foundation grant. Keynote speakers spoke about the need for all kinds of minds in the world, the challenges of students who are “wired differently”, how talents often surface when problems are prevented and strengths nurtured, and what educators can do to foster learning for all. Breakout sessions provided ideas for working with a variety of students, particularly those with autism and behavioral disorders. Ms. Newman reported that the conference gave her *“an opportunity to collect strategies and ideas from internationally known speakers and fellow professionals on ways to enhance working with different types of students,”* and she looked forward to trying out some new techniques and sharing what she learned with her colleagues.

Foundation Helps B-CC Be Both “Exclusive and Inclusive”

B-CC was one of five U.S. schools featured in a cover article in the August issue of the National Education Association’s magazine *NEA Today*. Titled “What’s Her Number?”, the article examines the relationship between location (zip code) and the quality of public school education.



It points to the fact that even though Montgomery County is among the nation’s wealthiest counties and “20814” represents an “exclusive” zip code, B-CC students come from diverse economic backgrounds, with 19% qualified for free or reduced price meals, either currently or at some point in time while at B-CC. Yet, remarkably 96% of B-CC graduates from all income levels go on to 2- or 4-year colleges. Colleen Desmond, B-CC’s resource counselor, attributes B-CC students’ high achievement to the “culture of expectation” at B-CC where all the students “are expected to take rigorous classes with the support they need.”

The article highlights the role the B-CC HS Education Foundation plays in providing that support for students of all income levels to succeed, thereby helping B-CC be “inclusive” in an “exclusive” neighborhood. The Foundation’s signature programs, TAP, Summer Academy, and CollegeTracks, help to ensure that “extra support isn’t the sole province of wealthy kids whose parents can pay for private tutors,” says the article’s author. The article is available at <http://neatoday.org/2013/08/22/whats-her-number-what-zip-codes-tell-us-about-public-school-quality/>

To learn more about the Foundation’s important work, please go to www.bccedfoundation.org.

SAVE THE DATE

On March 13, 2014, the B-CC HS Educational Foundation will hold its 8th annual community fundraiser, *Wine, Chocolate, and Cheese*, at the Woman’s Club of Chevy Chase. Money raised by the event funds Foundation-sponsored academic support programs at B-CC.

The event attracts many alums, parents of former, current, and future B-CC students, former and current B-CC staff, as well as business and community members. Please join us on March 13th for a fun evening in support of B-CC High School.

For more details, please go to www.bccedfoundation.org or email Carole Brand at csbrand@verizon.net.

B-CC Numbers

B-CC Is Growing

At the start of the 2013-2014 school year, B-CC registered 1,872 students, 37 more than last year. The total student population is now 40% higher than in 2002, when the last modernization was completed, and 74% higher than in 1995, the year the Foundation began.

B-CC Is Diverse

B-CC remains an ethnically and economically diverse school. As of October 10, 2013, 57% of the student body is white, 15% black, 17% Hispanic, 6% Asian, 0.1% American Indian/Pacific Islanders, and 5% reported two or more races. At the start of this school year, 14.7% of B-CC students is in the free and reduced meals program, up from 11% last year.

B-CC Is International

At the start of the 2013-14 school year,

- B-CC students come from 83 countries.
- B-CC has 90 ESOL (English for Speakers of Other Languages) students, representing 26 countries and speaking 17 languages.

B-CC Challenges Its Students

In the 2013-14 school year:

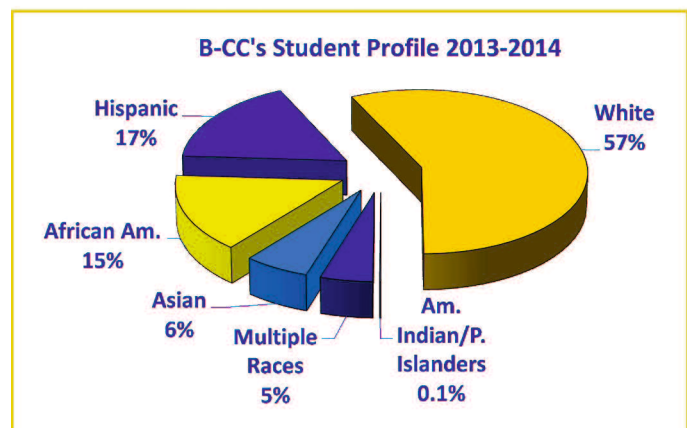
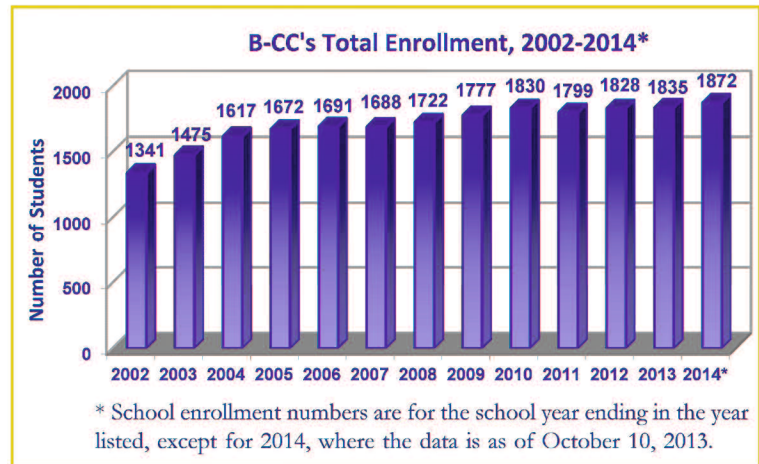
- B-CC offers 27 AP/Advanced Level courses and 24 IB classes.
- Over 95% of students are enrolled in Honors/AP/IB/College-level courses.
- 81% of seniors are in at least one AP or IB course.
- The senior class has 55 IB diploma and 220 IB certificate candidates; the junior class has 95 diploma and 230 certificate students.

In May, 2013:

- 868 B-CC students took 1,599 AP tests, with 1,206 tests scoring 3 or higher.
- 356 candidates took 865 IB tests; 60 graduates in the Class of 2013 earned IB diplomas.

B-CC's 2013 commencement speaker was Seth Goldman, co-Founder and CEO of Honest Tea, and co-founder of Bethesda Green. He also co-authored "Mission in a Bottle, the Honest Guide to Doing Business Differently and Succeeding."

"It stimulates me as a teacher to share new knowledge with my students and keeps me excited about what I do." - Kathy Grove, Art



B-CC Planning For Growth

When B-CC started the school year in the fall of 2002 at its then newly renovated campus, enrollment stood at 1341. By this fall, eleven years later, enrollment has risen by 40% to 1872, 207 students above current capacity. According to the school systems' projection, enrollment will reach 2191 by 2018, exceeding capacity by over 500.

B-CC's much-needed addition, which will add up to 32 new classrooms and a small gym, is in the MCPS superintendent's recommended FY2015-2020 capital improvement program (CIP) budget for the next six years. The addition, estimated to cost \$30.8 million, will need to await County Council's budget approval, expected in May 2014, before its 18-month design phase can start in the fall of 2014.

Construction is scheduled to begin in January 2016 and be completed by August 2017. B-CC staff and students will remain in the buildings during construction, although sports practices and games will be held offsite.

Businesses Support the Foundation

The Foundation continued its success during 2013 in its efforts to identify potential donors among individuals and regional companies and solicit contributions from them to support the academic and program needs at B-CC High School. Our efforts generated gifts totaling approximately \$15,000.

We were led again this year by a leadership gift from the Chevy Chase Land Company. Other significant gifts were received from Colorlab, EagleBank, EuroMotorcars, Greenhill Capital Corporation, and Safeway.

The Chevy Chase Land Company is a pillar of our community and made a four-year pledge of \$20,000 to help fund the various academic support programs of the Foundation. Their third payment of \$5,000 is being used again this year for the 9th and 10th grades Summer Academies. From their headquarters location in Chevy Chase Lake, the Land Company supports many community charitable activities. We remain grateful for their generous support and their heritage of excellent real estate development projects benefiting our community.

Safeway, EuroMotorcars, Greenhill Capital Corporation, and EagleBank all made multi-year gifts to support the Foundation's programs. EagleBank is a prominent regional bank with its headquarters in Bethesda and is the Foundation's official bank.

Most of the other businesses who contributed this past year have been consistent supporters of the Foundation and B-CC High School over the years. Often, they employ alumni and/or have employees with children attending B-CC High

Thank You, Parents of B-CC Alums!

Contributions from the parents of our alumni totaled \$49,919 in FY2013, accounting for 33% of all the donations received by the Foundation this past year!

A Big Thank You to the Class of 1952 and the Class of 1962!

The Foundation is grateful to the Class of 1952 and the Class of 1962 for their very generous donations marking their reunions this past year.

The Class of 1952 designated their \$1,637.32 donation for professional development, and the Class of 1962 designated their \$5,820 donation for the 9th Grade Summer Academy.

School. Their continuing generosity has helped to support technology upgrades, as well as specific Foundation programs.

These gifts received ranged from \$250 to \$1,500. Significant gifts were received from accounting firms (**Gelman, Rosenberg & Freedman; Osterman, Pollak & Moses**); financial/insurance companies (**Calvert Asset Management; Wachovia Securities/Collins Investment Group**); real estate companies (**Gandal & Associates; Long & Foster Realtors—Phyllis Wiesenfelder and Cindi Chambers; Coldwell Banker/Jane Fairweather; Kristin Gerlach**); as well as **Bethesda Magazine, The Gazette, and Ridgewell's Catering.**

Foundation's 7th Annual Community Event

The B-CC community gathered in celebration to highlight academic excellence and to honor B-CC High School's faculty leaders and academic program directors at the Foundation's 7th annual *Wine, Chocolate and Cheese* community event on March 14 this past spring. Participants included B-CC alums, former and current B-CC staff, parents of former, current, and future B-CC students, as well as business and community leaders. The enthusiastic group of over 200 supporters enjoyed great food, wonderful camaraderie, and terrific music by our B-CC High School's very talented jazz combo.

This year's event focused on the tireless commitment of our faculty leaders and academic program directors, and their leadership and support in the great work the B-CC faculty do day-in and day-out with the students. Superintendent of Montgomery County Public Schools Josh Starr inspired the attendees with his vision for education in the county.

Mark your calendar for next year's event: **Thursday, March 13, 2014 7-9 pm** at the Woman's Club of Chevy

Chase. Details will be posted on the Foundation's website at www.bccedfoundation.org. If you'd like to receive an invitation, please email bcchsdfoundation@gmail.com.



B-CC community members at the Foundation's 7th annual Wine, Chocolate and Cheese community event.

Thank You to Our Business Partners!

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	Whole Foods Market Bethesda
	Phyllis Wiesenfelder, Long & Foster Real Estate
	Woman's Club of Chevy Chase

Helping Their Alma Mater

The Foundation is grateful to all our alums who have given so generously to help B-CC. Contributions from B-CC alumni totaled \$39,103 in FY2013. Several classes celebrated their reunion with a special donations to the Foundation for their alma mater:

Class of 1951, Class of 1952, Class of 1962, Class of 1982, and Class of 1992.

In Memoriam

Russ "Rusty" Thacker, Class of 1964, died of cancer on December 7, 2012 in New York. Rusty made his Broadway debut in 1967 and had a long career on Broadway, starring alongside Gene Kelly, Vincent Price, Yul Brynner, Georgia Engel, Sandy Duncan, Debbie Boone, Shirley Booth, and others.

Rusty's B-CC classmates have set up a fund in his memory with the B-CC HS Educational Foundation, designated for B-CC's Drama Department. The designated fund now totals \$1,000. The Foundation is honored to be part of Rusty's remembrance.

Thank you to our generous donors for supporting academic excellence for all B-CC High School students!

FY2013 Alumni Contributions By Class

Class Year	Total Contributions	Class Year	Total Contributions	Class Year	Total Contributions	Class Year	Total Contributions	Class Year	Total Contributions
1935	50	1951	844	1963	860	1975	250	1987	720
1939	100	1952	1,637	1964	1,325	1976	475	1988	660
1940	100	1953	70	1965	725	1977	486	1990	250
1941	50	1954	125	1966	835	1978	3,975	1991	150
1942	25	1955	170	1967	1,125	1979	940	1992	400
1943	50	1956	826	1968	400	1980	290	1997	50
1944	75	1957	2,005	1969	125	1981	900	1999	100
1946	225	1958	1,035	1970	475	1982	420	2000	100
1947	25	1959	1,345	1971	250	1983	300	2007	10
1948	450	1960	1,125	1972	1,005	1984	100	2011	10
1949	100	1961	1,175	1973	250	1985	1,900	2013	500
1950	525	1962	5,820	1974	440	1986	50	Total	39,103

Donor List FY2013

Barons Scholars Circle Benefactors (\$5,000 and above)

B-CC Class of 1962

B-CC High School PTSA

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