



CALIFORNIA SCHOOL TO WATCH VISITOR'S GUIDE



Burlingame Intermediate School



Designated in 2017

Burlingame Intermediate School • Burlingame School District • San Mateo County • Pam Scott, Principal • 1715 Quesada Way, Burlingame, CA 94010
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2016 School Statistics

(Sources: 2016 SARC; CDE)

Community: Suburban
Enrollment: 1044
Grade Levels: 6-8
School Schedule: Modified Block Schedule

Student Demographics

- 15% Hispanic
- 51% White
- 0.7% African American
- 0.3% American Indian
- 23% Asian
- 0.2% Pacific Islander
- 9% Other
- 9% Free/Reduced Lunch
- 14% English Learners

2013 API: 903 school-wide (last reported rating)

School Characteristics and Replicable Practices

Academic Excellence

- Collaborative teams work together to design common assessments and evaluate results using a systematic data protocol
- Teachers developed essential questions to get students thinking and to promote connectedness between disciplines and real-world skills.
- Teachers across subject areas were trained in literacy strategies through Reading Apprenticeship to help students work on talking to the text and annotating as they read in order to grapple with challenging texts.
- Students participate in a variety of activities including using print text materials, online resources, and hands on lab experiences as well as Socratic Seminars and class presentations.
- Students experience a variety of elective classes where they practice 21st century learning skills, get the opportunity to learn about a range of topics such as business skills, visual art, music, world languages, robotics, and design thinking.
- By comparing pre-assessment and unit assessment data, all teachers are able to determine whether their students have achieved mastery of the material
- Students are required to explain their thinking and reflect on their learning across curricular areas in when working through math problems, peer-editing essays in Humanities, or analyzing their growth in Physical Education.
- All sixth graders are scheduled under an A/B schedule, which allows them to explore both PE and a Connections class focused on Social Emotional Learning.
- Students have opportunities to showcase their knowledge and skills in projects, such as: the Genius Olympiad projects, the annual Spelling Bee and Geography Bee, and student-choice options for Trojan Time if students have shown mastery in their subject.

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Developmental Responsiveness

- All staff members and students are grouped into communities. There are six communities total, with two communities per grade level. Within these communities, there are four core teachers (Math and Humanities), one special education teacher, one administrator, and one physical education teacher.
- Teachers in a Community all share the same students so they are able to communicate easily with one another regarding any successes, challenges or new practices that can be used to enhance teaching and learning.
- All staff members have been trained in “Restorative Practices” understanding how students have different types of feelings when needs are met or not met.
- Teachers provide multiple opportunities for class discussions in which students can express their point of view. In addition to class discussions, B.I.S. offers Peer Tutoring, Trojan Time, Community and Restorative Circles, Socratic Seminar, Fishbowls, and diverse clubs that offer activities at lunch time throughout the academic year.
- Peer Tutoring, Student Council, Leadership Class, Peer Council and Community Circles are all established programs that encourage student participation in identifying and solving school challenges.
- During Advisory, community circles offer students an opportunity to discuss many relevant topics impacting students at school in order to engage students in collectively focusing on creating a positive school climate.
- Throughout the school year, students can choose to participate in classes or activities such as the Genius Olympiad, School Garden, Self Run Clubs, the Music Program that includes band and choir, the Talent Show, and multiple elective classes that include Hispanic Studies, Robotics, Multimedia Production, Art Classes, and many others.

Social Equity

- Working together, the Principal’s Cabinet and the entire staff have established a common and consistent set of academic and behavioral expectations, including the creation of proficiency scales to communicate clear definitions of how to both meet and move beyond learning targets.
- In conjunction with our Restorative Practices training, staff is trained in community-building circles, which nurture and build connections. We have developed a Peer Talk program geared towards supporting students who are having peer to peer conflicts so that they would have a safe space to productively talk through conflicts.
- All teachers and administrators mentor students through their small (17- 22-student) advisory classes.
- Our teachers employ adaptive technology, calculators, formula sheets, word walls, multilevel assessments, and assignment scaffolding to assist with differentiating instruction.
- We explicitly use our modified block schedule to address academic and social needs by reducing student stress and building in opportunities for students to go deeper with learning in a given class period.
- All students have the opportunity to enroll in two choice-based elective classes each year. These electives have developed a common, STEAM- and 21st -Century-Skills-based scoring rubric in order to ensure engagement, rigor, and relevance.

Organizational Support

- The school leadership team continually refines organizational structures to better support all students in areas of academics and social emotional development
- Structures such as Principal’s Cabinet, Site Council, PTA and Administrative Team meetings, plans for school improvement are discussed on an ongoing basis and input is elicited regularly
- Trojan Time, a flexible period built into the weekly schedule, allows students to receive re-teaching in an academic area of need or participate in one of several choice time activities.
- We have many events on campus and with the great Burlingame community that help foster a sense of school and community pride, such as the BIS School Olympics, YouFair and the BCE 5K Run.
- We actively partner with our nearby colleges and universities. We recruit for new staff early, going to job fairs at college campuses and the community
- We have many family event and information nights, such as World Language Nights, Family Math Night, Arts education, and Ability Awareness events.