

U.S. Department of Education
2022 National Blue Ribbon Schools Program

[X] Public or [] Non-public

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

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

Official School Name Burlingame Intermediate School
(As it should appear in the official records)

School Mailing Address 1715 Quesada Way
(If address is P.O. Box, also include street address.)

City Burlingame State CA Zip Code+4 (9 digits total) 94010-5701

County San Mateo County

Telephone (650) 259-3830 Fax (650) 259-3843

Web site/URL https://bi-bsd-ca.schoolloop.com E-mail egilbert@burlingameschools.org

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

Date _____

(Principal's Signature)

Name of Superintendent* Mr. Chris Mount-Benites E-mail cmountbenites@burlingameschools.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Burlingame Elementary School District Tel. (650) 259-3800

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 Ms. Florence Wong
(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 2021 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 2016 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2017, 2018, 2019, 2020 or 2021.
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 (2021-2022) 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):
- 6 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 0 High schools
 - 0 K-12 schools
- 7 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, 2021 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 Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	188	151	339
7	189	149	338
8	185	172	357
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
Total Students	562	472	1034

*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
 - 28.1 % Asian
 - 0.8 % Black or African American
 - 15.3 % Hispanic or Latino
 - 0.5 % Native Hawaiian or Other Pacific Islander
 - 47.7 % White
 - 7.5 % 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 2020 - 2021 school year: 4%

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, 2020 until the end of the 2020-2021 school year	18
(2) Number of students who transferred <i>from</i> the school after October 1, 2020 until the end of the 2020-2021 school year	22
(3) Total of all transferred students [sum of rows (1) and (2)]	40
(4) Total number of students in the school as of October 1, 2020	1070
(5) Total transferred students in row (3) divided by total students in row (4)	0.04
(6) Amount in row (5) multiplied by 100	4

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

Spanish, Vietnamese, Cantonese, Korean, Filipino, Portuguese, Mandarin, Japanese, Arabic, Burmese, Farsi (Persian), French, German, Greek, Hindi, Hungarian, Italian, Russian, Turkish, Tongan, Ukrainian, Polish, Gujarati, Kurdish, Serbo-Croatian (Bosnian, Croatian, Serbian), Telugu, Tamil, Kannada

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

7. Students eligible for free/reduced-priced meals: 11 %

Total number students who qualify: 113

8. Students receiving special education services with an IEP or 504: 12 %
122 Total number of students served

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 or 504 should be reflected in the table below. It is possible that students may be classified in more than one condition.

- | | |
|----------------------------------|--|
| <u>12</u> Autism | <u>0</u> Multiple Disabilities |
| <u>1</u> Deafness | <u>0</u> Orthopedic Impairment |
| <u>0</u> Deaf-Blindness | <u>26</u> Other Health Impaired |
| <u>0</u> Developmental Delay | <u>32</u> Specific Learning Disability |
| <u>5</u> Emotional Disturbance | <u>11</u> Speech or Language Impairment |
| <u>2</u> Hearing Impairment | <u>0</u> Traumatic Brain Injury |
| <u>5</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 1
10. 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.	50
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	2
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	10
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	6

11. 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 28:1

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

Required Information	2020-2021	2019-2020	2018-2019	2017-2018	2016-2017
Daily student attendance	98%	96%	96%	95%	96%
High school graduation rate	0%	0%	0%	0%	0%

13. **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 2021.

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

14. 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.

15. In a couple of sentences, provide the school’s mission or vision statement.

At BIS it is our mission to educate our students and to ensure academic growth, achievement and challenge for ALL as measured by formative and summative assessment. We commit to a comprehensive system of support to achieve this goal.

16. Provide a URL link to or text of the school’s nondiscrimination policy.

<https://simbli.eboardsolutions.com/Policy/ViewPolicy.aspx?S=36030713&revid=VEYS3pB2slshEngJzTIqKX78g==&ptid=amIgTZiB9plushNjl6WXhfiOQ==&secid=&PG=6&IRP=0>

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

PART III – SCHOOL OVERVIEW

Burlingame Intermediate School (BIS) serves approximately 1,030 students in Burlingame, California, a small suburban community on the San Francisco peninsula. As the only middle school in our small district, BIS serves the entire population of 6th, 7th, and 8th grader students in the community, with over 25 languages spoken.

At BIS, it is our mission to educate our students and to ensure academic growth, achievement and challenge for all. To achieve this, our staff holds high expectations for our students and themselves. Collaboration and open communication with all constituents is at the heart of who we are as a school. We value the rich learning environment we offer, where our curriculum challenges students through instruction that meets the needs of our diverse student body. Our students take an active role in their education, and all adults on campus expect them to be respectful, to persevere, and to appreciate their learning opportunities. As we return to in-person instruction, we have implemented a social emotional component to support students returning to school. Our parents are proud to be active participants in the education process and are a welcome part of the school culture and community. We are proud to be a school that provides a strong foundation to prepare our students to meet the rigorous demand of high school and beyond.

BIS teachers participate in both collaborative and grade-level teams to share best practices amongst staff. Teachers have an active voice and the opportunity to influence the direction of the entire district through participation in a myriad of tremendously influential school, district and community committees. District Curriculum Teams, School Site Council, and grade-level Teams are instrumental in determining the direction of the school and its academic program.

BIS uses block scheduling on Tuesdays and Wednesdays to enable students to go deeper over extensive time blocks. On Tuesdays, students participate in Trojan Time, a block of time set aside for students to try new skills in a more open and flexible environment with their peers and teachers. On Wednesdays, students attend an Advisory Period to work on more social emotional connections with adults and peers. All sixth graders are scheduled under an A/B schedule, which allows them to explore both PE and a Connections class that focuses on Social Emotional Learning.

Students choose from a variety of elective courses 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. Students apply skills learned in their elective classes such as curating art shows and creating an art gallery. Students have the chance to participate further in project--based learning which extends students' thinking through technology, science, and mathematics.

At BIS, we foster positive relationships and a strong sense of belonging among all our community members. As members of the BIS community, we believe that when harm is caused to a member of our community, we can repair and restore relationships through restorative practices. We have found that restorative practices cultivate students' sense of belonging through proactive community building and responses to misbehavior that repair the harm they did and restore the relationships that their actions damaged. The use of restorative practices has been proven to decrease misbehavior, reduce the need for disciplinary actions, increase perceived safety, and increase academic achievement campus-wide. Through the use of community circles, peer talk, restorative circles, restorative conferences, and Peer Council, we reinforce the life skills that mistakes will be made, but correcting the damage from those mistakes is essential.

We are proud of our active school parent community, which includes PTA, School Site Council, and a Green Team, all of which help support our vision of all students learning at high levels. We have many family events and information nights, such as World Language Nights, Family Math Night, Arts education, and Career events.

BIS is extremely proud of the way that our staff, students and parents work collaboratively to provide an inclusive and challenging school environment where every child has the opportunity for a bright future. We value the rich learning environment we offer, where our curriculum challenges students through instruction

that meets the needs of our diverse student body. Our classrooms are clean and well equipped to provide opportunities for our students to succeed in a learning atmosphere that is exciting, stimulating, and success-oriented. On a daily-basis, we expect our students to: remember, understand, apply, analyze, evaluate, synthesize, create, communicate, and collaborate. We model these expectations for our students and pride ourselves in being lifelong learners by seeking out educational and collaborative opportunities to improve our craft.

At the end of the day, we embrace all that the middle school culture offers and look forward to tomorrow.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum, Instruction, and Assessment.

1a. Overall approach, which may include overarching philosophy or approaches common across subject areas:

The BIS vision is that all students will learn at high levels. BIS Collaborative teams teach the same grades and students; teams work closely to align essential questions, target standards, monitor and adjust pacing, and effectively assess. Data protocols and proficiency scales are used to analyze student data results and determine whether students have mastered the standards, need reteaching, or require another opportunity for assessment.

Staff incorporates inclusive language in all areas of instruction, receiving professional development training in GLAD (Guided Language Acquisition Design), SDAIE (English Learner Specially Designed Academic Instruction in English), and gender pronouns. At BIS, it is very important that all students feel that they are a part of an inclusive, safe community where they can thrive and express themselves freely.

Teachers utilize gradual release of responsibility, “I do, we do, you do,” to help students understand expected outcomes. Work with proficiency scales allows clear communication, describing high-quality work while providing clear models of each performance level.

Ample opportunities are provided for teachers to reflect, evaluate, and improve their pedagogies. Curriculum and instructional practices vary frequently to address diverse demographics. Daily preps are aligned with colleagues; biweekly collaboration time emphasizes student achievement and thematic planning. Whether in teams, grade-levels, or as a staff, BIS prides itself on collective decision-making for optimal academic achievement, helps BIS determine specific materials to teach, how to teach, evaluation of finished products, and intervention when students do not “get it”.

Rubrics are developed for essential standards, shared with students so they are clear on expectations, drive personal goals, and self-monitor their growth. Teachers communicate expectations through syllabi, Back to School Night presentations, and regularly posting information on Unified Classroom.

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

As a community of learners, multi-dimensional approaches are relied upon to ensure student success. Students receive a Humanities core block, which is a combination of Language Arts and History, as two of their five core classes. Courses range from General Education Humanities for most students, Humanities Support for English Learners, and Specialized Academic Instruction (SAI) Humanities for students identified to receive Special Education support.

Humanities teachers meet bi-weekly in collaborative teams to plan lessons and design and calibrate common assessments. As a vital element to the recently-adopted curriculum StudySync, Humanities teachers meticulously review material that is culturally-relevant from a variety of perspectives to enrich student learning and experience. Humanities teachers adapt fiction and non-fiction text to accommodate evolving high-interest, cultural-connectedness, and academic needs.

A variety of teaching strategies are incorporated into daily instruction, including Gurian strategies specific to gender brain development, visual and performing arts (VAPA) strategies for visual and kinesthetic learners, GLAD strategies for language development, Project-based Learning, and Reader’s Apprenticeship for metacognition and annotation. All Humanities teachers enhance their pedagogy with strategies from the text Teach Like a Champion. Additionally, the work with proficiency scales is moving our teams towards clearer communication of how to describe high-quality work while providing clear models of each level.

Humanities teachers toggle between traditional teaching methods and technology-infused instruction, such

as Google Suite products. Hybrid pedagogy in classrooms provides students with real-time feedback on writing assignments. As students write, teachers provide asynchronous feedback to support students struggling with key concepts, encouraging them to demonstrate proficiency in learning targets and take their writing to the next level.

Teachers use various methodologies to assess student learning, including rubrics. The collaboration of grade-level teams over the past several years has created a stronger vertical alignment within the Humanities Department, particularly with regards to assessment. Standards-based rubrics are developed for essential standards and shared with students, who are taught how to use rubrics to set personal goals and track their growth. The staff utilizes grade-level proficiency scales for essential standards.

Teachers developed essential questions to get students thinking and to promote connectedness between disciplines and real-world skills. The Humanities program was created to teach language arts skills through history content. Students read Newsela articles in the areas of science, health, economics, and politics to practice key literacy skills. The articles can be assigned to an entire class, but teachers can differentiate the reading levels to assist students with accessing content in their zones of proximal development.

Teachers in all subject areas were trained in literacy strategies through Reading Apprenticeship. Teachers have taught students to use strategies such as talking to the text and annotating as they read. Students have been assessed on their ability to use these strategies across subject areas, such as note taking in science and explanations for word problems and simulations in math.

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

To help all students achieve success during and immediately after the pandemic, BIS offered one math pathway from 2020-2022. All students in 6th, 7th and 8th grade worked at grade level through the Common Core State Standards. Our current curriculum incorporates Gradual Release of Responsibility and Zone of Proximal Development research, we take school, and classroom data to provide concise and effective lessons for students to achieve mastery in content based on the Common Core State Standards in mathematics. Eighth grade students who desired a greater challenge had the opportunity to take Algebra concurrently with their 8th grade math class through Edgenuity, an interactive online learning platform. Moving into the 2022-2023 school year, students at each grade level will have the choice of two math pathways: grade level or accelerated. In the grade level pathway, students will take full years of 6th, 7th or 8th grade math. In the accelerated pathway students can take Math 6/7 in 6th grade, Math 7/8 in 7th grade and Algebra in 8th grade. The accelerated pathways in 6th and 7th grade will cover three years of content in two years.

In order to ensure equity in placement, families are given a clear overview of the scope and rigor of each pathway in order to make an informed choice for the course that will best serve their student. However, students will not be locked into a placement, giving teachers and families the flexibility to reassess placement throughout their student's middle school experience. Scaffolding will be provided for students wanting to move into or out of a specific pathway, with the flexibility in the design of master schedules to accommodate this.

Math teachers recently participated in the curriculum adoption process, with a new program to be rolled out in the 2022-2023 school year. Through monthly meetings and the piloting of multiple curricular options, teachers had the opportunity to explore well-developed programs on our state's approved instructional list. Throughout the pilots, students were asked for their input on the programs, and parents were given an opportunity to review materials as well. The selection process resulted in an adoption that best meets the needs of BIS students, including one that focuses heavily on group discovery, academic language, hands-on learning, and real-world applications.

In our classrooms we subscribe to the idea that we are all math people, capable of learning at high levels. We teach from a growth mindset and show how our most valuable learning takes place when we make mistakes. In our classrooms, we learn with peers in groups, trying multiple strategies, exploring error analysis and asking questions.

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

At BIS, student engagement in science and curiosity has increased, a direct result of the Science Department collaboratively implementing the Next Generation Science Standards (NGSS) which include Disciplinary Core Ideas (content), Cross Cutting Concepts, and the Science Engineering Practices using an integrated approach to presenting science with concepts that loop back throughout each year and through the middle grades. Teachers balance direct instruction with student collaboration and independent practice opportunities. Students participate in a variety of activities including using print text materials, online resources, and hands-on lab experiences which appeals to all different students learning modalities and strengthens engagement and involvement.

Lawrence Hall of Science's Amplify Science is our rigorous and evolving online curriculum. Technology is integrated into the classes through the use of simulations and Google Suite that strengthen college-going and career skills sets, such as Google Draw to prototype models, Google docs to complete collaborative and interactive activities, Google Sheets to graph lab data, and Google Forms to create quizzes or as exit tickets for student reflection after lessons and units. Across all grade levels, science teachers look at the common threads that tie together multiple content areas, such as energy and how it applies to physical, geological, and the biological sciences, as well as the use of mathematics to display data and language arts to communicate. The use of Benchmark Assessments by Amplify give our science teachers insight into how students are progressing toward mastery of the standards. The Benchmark Assessments are designed to test all standards, with multiple assessment opportunities during the school year. The assessments are paced to align with the Amplify Science curriculum.

Within each grade, students are provided opportunities to develop engineering projects, such as creating portable reptile egg incubators, egg drop protection apparatus, buoyancy through a 'build a boat challenge,' worldwide movable plate boundaries, and Rube Goldberg machines. Through the nurturing and support of our science teachers, all students have the option of working on a STEM fair project or participating in the Citizens Environmental Council of Burlingame Film Festival.

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

As previously mentioned, Humanities teachers teach a combination of Language Arts and History, blending collaborative teacher-created units with our newly adopted history curriculum: IMPACT. Humanities teachers incorporate essential Language Arts skills into History content, developing essential questions to promote connectedness between disciplines and personally relatable experiences. Students gain confidence using diverse, culturally representative texts in a variety of forms.

Collaboration is critically important and valued at our school. The vertical alignment of our history curriculum has benefited from common prep periods, bi-weekly grade level meetings and bi-weekly subject matter content meetings. Teachers use this time to reflect, reconnect unit pacing, design collaborative learning experiences, and share inspiration.

Guided by the state standards, 6th grade History introduces early humans and the ancient civilizations of Mesopotamia, Egypt, India, China, Greece, and Rome; they consider what shapes identity, how ethics and values influence behavior, and collective responsibility for our communities. Seventh grade History covers the Ancient World through the early modern era, exploring why people live where they live and how societies express values. Eighth grade History explores the American experience and geography from the 1770s to the early 1900s, with document-based analysis of primary documents, enhanced research skills, critical issues related to pivotal events impacting society, and grounding knowledge through project-based learning while viewing explorations through guiding questions. The program includes multiple models of both formative and summative assessment tasks for measuring what students know and are able to do and provides guidance for teachers on how to use scoring rubrics and interpret assessment results to guide instruction.

Students practice key literacy skills in the areas of science, technology, art, health, economics, politics, and social-emotional development with an emphasis on exploring cultural values and perspectives of people

involved in historical events. Using a student-centered learning model, they interact with events and gain real experiences which drive deeper understanding of how events shaped modern society. Students apply their knowledge in various formal and informal products, including Socratic Seminars and simulations.

1f. For secondary schools:

All students at BIS are encouraged and motivated by staff to fully discover who they are by fostering classroom environments that incorporate 21st century skills. Teachers incorporate conversational activities that allow students to explore and study multiple areas of interests within each subject area. In terms of curriculum, all grade levels use Amplify, a computer software that students use to read and annotate articles, engage with videos that connect concepts, interact with simulations, and utilize the building of modeling and other research-based tools.

Students also take on the role of engineers to solve real world issues, such as the Humanities Team that integrates the “Reading Apprenticeship Strategy,” where students are asked to talk-to-the-text so that they can analyze the text and voice their confusions. Both Humanities and Science teachers also utilize technology to enhance learning beyond Google Suite, including Padlet, Canva, Jamboard, Blooket, and WeVideo. Students who struggle with organizational and study skills are able to meet with their teachers during advisory to discuss concerns in a smaller setting. 6th grade teachers also utilize homework logs and calendars to help students organize for school and life beyond middle school. Furthermore, teachers provide multiple opportunities for class discussions where students can express their points of view. In addition to class discussions, BIS offers Trojan Time (explorative time/affinity groups), Community and restorative circles, Socratic seminar, fishbowls, and academic contests throughout the year.

College and career readiness are at the forefront of teacher planning when creating, designing, planning and delivering lessons. Embedded throughout all curriculum areas are opportunities to hone abilities to work in teams, give authentic and meaningful peer feedback, and then use the feedback effectively to further an idea/project. Classes like leadership, yearbook, student council, peer council, Key Club, and the KBIS weekly broadcast highlight the rich opportunities offered in daily instruction.

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

2. Other Curriculum Areas:

STEAM (Science, Technology, Engineering, Art, and Math) is embedded in elective offerings at BIS through year-long and trimester wheel options. All students experience two electives each year. Elective options offer students the opportunities to explore, learn, design, build and apply skill sets in a variety of disciplines, all to support career readiness. These include basic elements of art, ceramics, 3D art, personal finance, woodworking, photography, research-based presenting, World Savvy, forensic science and yearbook.

Technology offerings include robotics through building and programming robots, coding, digital art, woodworking, and design lab where students first design using modeling software and then bring designs to life through 3D printing. Maker engineering combines the study of engineering principles and creating in our Maker Space.

BIS offers media arts with an Introduction to Video Production course covering the production process and elements of cinematography; Video Production Two highlights more advanced editing skills, software, and visual storytelling. Eighth graders can opt into KBIS, our weekly schoolwide television broadcast.

A vast array of performing arts courses foster a love of music. Cadet band, symphonic band, concert band, and chorus are among the daily class offerings, and extra-curricular offerings include honors accents choir, intermediate jazz band, advanced jazz band, and orchestra. Students participate in culminating winter and spring concerts, collaborative concerts with high schools, elementary recruitment tours, community

performances, and performing at the International Reno Jazz Festival.

Our very popular after school theater program offers imaginative productions and live theater that create engaging and educational environments where students and the broader Burlingame community can explore and enjoy the arts.

World language instruction is offered in Spanish, Italian, and Mandarin; based on proficiency, students can enter high school at year two or three. Students are immersed in the culture surrounding these languages through community events such as Fiesta Latina, La Befana, and Lunar New Year. Celebrating language and culture through food, music, singing, dancing, art, and relationships with community members is at the heart of each event.

The Physical Education program offers an extensive array of opportunities for students to build the confidence and skills needed to live happy, healthy lives. Students in 6th grade alternate physical education weekly with Connections, an SEL focused class. In Connections, students are supported in the transition to middle school through lessons on the six competencies of Social-Emotional Learning. Students have time for self-reflection to better understand, experience, and regulate their emotions. Students focus on developing their core values, encouraging them to make good academic and social choices. Our 7th and 8th grade classes integrate social-emotional wellness into daily physical education classes.

3. Academic Supports

3a. Students performing below grade level:

At BIS, staff and teachers strive to grow as learners through new research-based practices that can help push all students to high levels of success. This requires teachers to differentiate instruction and build in accommodations and modifications in order for students to be successful. All teachers are trained in various teaching pedagogies to create optimal learning environments.

The BIS approach to multi-tiered systems of support (MTSS) offers additional support for students who struggle academically. Students are first identified by their team of teachers during grade-level meetings; teachers monitor progress over the course of several weeks, then additional supports are put in place in the student's schedule to provide additional, different instruction and intervention through reteaching and content scaffolding.

Thanks to the intentional flexibility of our master schedule, English Learners who are below grade level can be rescheduled into a six-to-eight week Humanities support class. These classes are taught by a CLAD-certified teacher, trained in GLAD and SDAIE strategies as well as in the administration of the Initial and Summative English Learner Proficiency Assessment of California (ELPAC). These students may also have an ELD elective class to help support learning. Students who are designated English Only (EO) can participate in a co-teaching model of Humanities. These versatile options enable students to connect with two additional teachers to support their learning.

Students who receive Special Education services can access SAI Humanities (Specialized Academic Instruction), receiving targeted support in Language Arts and History, as well as an elective course called Skillz. Skillz offers focused executive functioning skills, such as time management, prioritization, planning, and setting (and achieving) SMART goals. Students who need extra support, who are not identified as English Learners or special needs can enroll in Learning Center, an ALEKS-based intervention class that targets and addresses learning gaps in Math.

3b. Students performing above grade level:

BIS Students are very fortunate to have a multitude of opportunities to expand academic knowledge, and can enroll in two electives each semester, including the world languages of Spanish, Italian, Mandarin, or Dual Language Immersion as well as choir, band, yearbook, KBIS broadcasting, and art. After completing two successful years of a world language, students will be able to advance into a high school course at Levels 2

or 3. Students who participate in music, yearbook or technology electives can also continue with these courses in high school.

Another option for students is the Dual Language Immersion program (DLI) for those who attended one of our feeder elementary schools and their DLI programs. As part of the BIS DLI program, 6th graders experience 30% of their school day in only Spanish within their Humanities core. As they progress to 7th and 8th grades, Humanities switches to English but 15% of their instruction day is taught in Spanish in the Immersion Wheel's courses of speaking, reading, writing and culture. DLI students can earn their Seal of Biliteracy at the end of their 8th grade year. As DLI students transition to the high school programs, many students qualify for Honors language classes, Advanced Placement (AP) Spanish, and more.

Eighth graders can select an online Algebra course in conjunction with Math 8 and receive help from their 8th grade math teachers during Trojan Time or lunch, in addition to their self-learning program that offers tutoring support. After successful completion of Algebra in the 8th grade, they can enroll in high school Geometry or Algebra II.

BIS's successful Trojan Time offers a variety of opportunities for students to explore topics outside of normal learning environments. Students can experience Dungeons and Dragons, Friendship Bracelet Making, Cinema Appreciation, and Paint-by-Numbers, just to name a few. This provides students who perform above grade level with enrichments that can help them to balance a rigorous academic schedule with sprinkles of brain breaks that tap into interests in technology and the arts.

3c. Special education:

BIS teams work diligently to support the needs of students with Individualized Education Plans (IEPs). Grade-level teams collaborate on effective teaching strategies and communicate regarding student performance, and case managers support teachers' capacity to meet the needs of diverse learners. Specially-trained mental health and emotional support counselors assist special needs students during the day with focus, routines, engagement, socialization, and other necessary support.

All students with an IEP may receive the following academic courses, based on their cognitive needs, including SAI in the areas of Humanities, math, and/or science. Students who are in the Special Day Class (SDC) program participate in specialized courses, such as SDC Foundations in Humanities, math, and science; they can also participate in a co-teaching modeled Humanities class, allowing for small group learning and flexible lessons. Those who do not require a specialized class continue to receive modifications and accommodations in their core classes.

Additionally, students with IEP's are considered for a Skillz class to support re-teaching of core academics and homework help, an important piece to support in our academic success plan for all our students. Skillz classes are scheduled during the second to last or last period of the day so students can get a jump start on homework and complete what they might not be able to finish independently at home. Feedback from our families note their appreciation, as many are unable to assist their students with homework.

BIS staff frequently look for opportunities to build community amongst all of its middle schoolers. Students in Action (SIA), Jr., Trojan Time is a heterogeneously scheduled enrichment class that combines students of diverse backgrounds to intentionally build relationships, interact with diverse groups, and provide role models during community-building activities. This year, SIA presented all staff members with birthday gifts and successfully hosted a recyclable art competition. The next project for SIA is to redesign our school garden.

3d. English Language Learners, if a special program or intervention is offered:

The English Language Department prides itself on delivering a cohesive program. Students who are identified as EL Levels 3 and below on the ELPAC or Initial ELPAC receive a grade level Humanities Support class, taught by educators with knowledge of GLAD and SDAIE strategies. EL students accept the same curriculum as their grade-level peers with scaffolded modifications adapted for their unique levels.

Humanities support teachers collaborate with their grade-level Humanities teams to align curriculum lessons, assessments, and to align targeted strategies used in the classroom.

Newcomer to low Level 2 learners receive an ELD elective course for language development and acquisition, focusing on targeted lessons in the areas of reading, writing, listening, and speaking. ELD teachers use multi-modalities to enhance student learning.

In other content classes, GLAD and SDAIE trained core teachers utilize strategies to accommodate English Learners, communicating and collaborating with EL teachers to support student learning and achievement. Students also receive two additional electives to explore other areas of interest.

ELD teachers frequently monitor student progress towards English language proficiency. As students become more proficient, the fluidity of the EL program provides opportunities for students to transition to general education Humanities classes and an elective other than ELD. The English Language Advisory Committee (ELAC) offers opportunities for our students and family community to give input on curriculum, access and explanations of academic programs, and have concerns addressed that can break down academic and social emotional barriers. This communication platform builds a partnership between the BIS staff and the greater, diverse community.

3e. Other populations (e.g., migrant, homeless), if a special program or intervention is offered:

BIS is dedicated to ensure all our student populations are supported to have their basic needs met each and every day. Staff are aware of students who may experience homelessness or are part of foster programs, protecting with extra sets of eyes and nurturing. As we leave at the end of the week, food is provided for days when there is no school. Students and their families/guardians know they can ask for financial support to purchase shoes, jackets, and other necessary belongings that students might need, so students feel loved and cared for beyond just holiday times. However, holiday gifts of clothing and other items are provided, and bus passes for public transportation are given to students and families in need, courtesy of a partnership with SamTrans (San Mateo public transportation).

Families that come from other countries and do not know English are also welcomed to the community with a welcome packet, full of information about the school and community, and resources we have to support their child(ren) – all in their native language. An administrator or front office staff member always plan ahead and greet new students on their first day. Our English Learner lead teacher has trained students in the intricacies of hosting school tours that help new students acclimate to the BIS campus; their dedicated time focused on befriending and hosting new students during recess and lunch helps the otherwise difficult middle school transitions go much more smoothly.

PART V – SCHOOL CLIMATE AND CULTURE

1. Engaging Students:

At BIS, we strongly believe that creating respectful, authentic, and genuine relationships within our community is the first step in creating a positive environment for our learners. Adolescents are at a very precious place in their social emotional development where an adult’s trust and encouragement, yet high expectations and boundaries are crucial to success and self esteem building. Relationship building is our number one priority.

In the 2020-2021 school year, students were in distance learning for the first two trimesters. While the challenge to build connections with and among students was a hefty one, teachers quickly pivoted to learn and adapt engaging curriculum for distance learning, including Google Classroom, Flipgrid, Nearpod, Jamboard, Padlet, CoderZ Virtual Robotics, Breakout EDU games, and Zoom. Teachers held twice weekly “office hours” for students to receive extra help, small group work, or to simply to hang out when they needed a trusted adult, felt isolated, needed a little TLC, or were overwhelmed. As students returned for the third trimester, teachers taught in a hybrid setting with students in person and Zooming in from home.

The return to in-person learning for the 2021-2022 school year reemphasized our school motto: “Take care of yourself, take care of each other, take care of this place”. This motto is designed to reinforce the importance of each element of our community and how they are all intertwined. The #TrojanPride program works to recognize and reward students who are caught doing positive things around campus.

Advisories meet weekly in community circles to discuss what is happening on campus, with focused SEL discussions. This year’s response to the COVID closure and the effect of time away from school on the social emotional development of our students includes the incorporation of the “Time Travel Journeys” program. The last eight weeks of the school year will see advisory classes engage in exploration of the best qualities of students’ past, present, and future to help boost their self-compassion, self-confidence, and social connections. Interactives shown on KBIS highlight engaged students in friendly competitions across advisory classes, working to strengthen community building.

In addition to relationship-building within classrooms, student-staff competitions such as basketball games, ultimate frisbee, softball, etc. are valuable aspects of our school culture. Seeing teachers on the same level and playing field and laughing with (and at) your teachers goes a long way in building human relationships beyond just typical student and teacher interactions.

2. Engaging Families and Community:

BIS offers a welcoming and participatory environment for all families. Our regular outreach newsletters and phone communications are provided in English and Spanish. Individualized Education Plan (IEP), Section 504, and Student Study Team meetings are translated by one of our many bilingual staff members. Opportunities for BIS parent involvement and leadership include English Language Advisory Committee (ELAC) for our English Learner families, Families of African American Students Organization (FAASO), LatinX Family Nights, and Special Education District Advisory Committee (SEDAC).

In addition to standard academic communication, we partner with local committees and organizations. Some of the committees and organizations that we collaborate with include: Parent & Teachers Association (PTA), Burlingame Community Education Foundation (BCE), Burlingame Community Environmental Council (CEC), Actions Taken by Teens to Address Climate Change (ATTACC), the Burlingame Collaborative (group of parents and community leaders that facilitate service projects), the Burlingame Rotary Club, Samaritan House, Burlingame Public Library, the Office of Sustainability in San Mateo, and other local businesses.

The PTA invites staff and students to speak at monthly meetings about events. Time for parents, staff and students to connect happens outside of school hours at the Read-a-Thon, BCE Annual Gala, parent and

teacher social nights, and Tri-Wizard tournament. ATTACC is an organization that was started by concerned students in Burlingame and San Mateo; they have presented virtually to our SIA students who joined in with their concerns about climate change.

In Spring 2021, the Burlingame Collaborative approached Students in Action to work on intergenerational cookbooks. Students interviewed COVID-isolated seniors about their life stories and favorite recipes. This beautiful collaboration had a profound effect on our students! They were elated to see their interviews published into the book, *Cooking Up a Friendship*, which was funded by Facebook. Burlingame Rotary secures incentives like scholarships for promising students entering Burlingame High who rely on financial assistance.

Our students have organized food, clothing, jacket, and other necessity-based drives for Samaritan House, a local non-profit helping low income families. The PTA works to connect BIS with nonprofits in need, building empathy within our student body as well as a sense of pride knowing they are helping others. Our partnership with the Burlingame Public Library has given students an outlet to engage in different activities, contests and receive tutoring help after school from high schoolers.

3. Creating Professional Culture:

BIS is a place where continuous growth and development is fostered and encouraged. The school culture has a growth mindset focus. Ongoing staff development opportunities are provided and taken advantage of by staff and teachers. Before school started, all staff engaged in a VAPA professional development in which we were able to learn how to journal to sort through our own emotions and demonstrations of brain break activities along with mindfulness activities. Also our guidance counselors trained all staff on Kognito (how to deal with student conflicts) and how to best support students that are a part of GSA (Genders and Sexualities Alliance). Humanities teachers received training for the new curriculum in English Language Arts (StudySync) and social studies (Impact). A teacher that was a part of the MERIT (Making Education Relevant through Innovation & Technology) program presented tools and resources to use for personal wellness and social emotional well being of students in their classes.

The Sunshine Committee hosts events and social activities to build community amongst the teachers: BIS book club, morning breakfasts on Fridays, and celebrations of staff birthdays and other milestones, gatherings after events like Back to School Night, and a send-off before winter break. Our PE department organizes student versus staff games, building school spirit and fun competition.

During COVID, teachers had the choice to attend virtual Thirsty Thursdays to brush up on various technology-based skills. Some events included presentations on cultural understanding of names, student representation in literature, and the history of the land surrounding our school district and indigenous tribes. Many teachers and support staff presented during Wellness Wednesdays, events after school hours with mindfulness and de-stressing activities to help cope with the pandemic. Similarly, several teachers expressed concerns for equity, equality, and justice, and proactively created an Equity Committee; this became a safe place for teachers and staff to come together and learn from each other, ask questions, and engage in crucial conversations on hard topics of belonging and meeting students where they are. This committee also helped to form the district Justice, Equity, Diversity, and Inclusion (JEDI) committee, which meets monthly.

As we approach the next school year, we look forward to bringing back learning walks for teachers to observe best practices in other colleagues' classrooms and lesson studies, in which we each teach the same lessons but build in different teaching strategies to compare best practices. At BIS, we value our knowledgeable and diverse staff who bring so much enthusiasm and a love of learning.

4. School Leadership:

BIS is committed to students learning at high levels; this vision drives the organizational and structural decisions within our school. Our leadership has seen a huge shift this year as a new principal has come on board. In addition to her administrative duties, she has worked tirelessly to get to know each one of us and build rapport with staff, students and the community; establishing trust from the start was her mission. She

works to inspire a love of learning and supports staff in introducing new programs that bring back joy to our students after the isolation we felt during at home learning.

Throughout all stages of the pandemic, staff resiliently pivoted through multiple bell schedules and safety measures to accommodate COVID protocols and make students feel safe during their return to in person learning. Our administrators took on additional duties during these transitions in order to support teacher stress, from concurrently teaching online and in person to delivering materials to student homes. In our post-pandemic efforts to bring increased school pride to our campus, we have more spirit days than ever and highlight them regularly on our Instagram page - #TrojanPride.

The principal and administrative team work collaboratively with staff to create systems that enable BIS to continually grow and develop. Teachers appreciate the administration's openness to create solutions together, while providing them many leadership opportunities. This includes roles to serve as community leads, collaborative leads, and members of the School Site Council. Through weekly collaborative, grade level and whole staff meetings, our school-wide vision is a consistent focus of the work at these meetings.

During the pandemic administrators and teachers made sure that all students had access to wifi and devices, which included home visits and check-ins during a year of online, remote instruction. Most of our staff are parents, many of whom were personally impacted by their own children trying to learn at home, so they continue to commit to the needs of their students the same as they would their own children.

Structures such as School Site Council, PTA and Administrative Team meetings, and plans for school improvement are discussed on an ongoing basis and input is elicited regularly. Multiple measures of communication such as weekly Principal newsletters, the school website, and weekly staff newsletters help to convey important information and seek input from stakeholders.

5. Culturally Responsive Teaching and Learning:

"Burlingame Stands UNITED Against Hate" signs are prominently displayed in every BIS classroom, the heart of our school. We are a school community committed to creating a culturally sensitive and responsive environment that values, honors, and recognizes the diverse backgrounds and needs of our students, staff and community. At BIS we have high expectations for all students while cultivating cooperative and caring relationships, respecting differences, and reshaping our curriculum to be culturally relevant. Teachers choose culturally responsive texts, create lessons, and build relationships within the classroom to assist students in their explorations of diversity and celebrate their accomplishments.

Staff members had an additional opportunity to read Zaretta Hammond's Culturally-Responsive Teaching and attend her Zoom workshop, then created and shared lessons that promote a stronger understanding of the cultural diversity, as represented by their student body. Building on their understanding of the book, teachers incorporate multiple culturally-responsive teaching strategies in the classroom, including, but not limited to Activating Background Knowledge and making learning contextual. Staff understand the importance of building strong, positive rapport with students, and therefore, at the beginning of the year, and throughout the year, include multiple opportunities for students to showcase their cultures in various ways in the classroom, including assignments, activities, and projects.

Understanding that the setup of the classroom, both physical and behavioral impact student learning, classrooms are student-centered and with students' best interests at heart. This setup includes desks organized in groups for cooperative learning activities, weekly community circles, and opportunities for choice and voice with assignments and projects.

Staff recognize the importance that saying one's name correctly has in relation to respect of one's identity and one's culture. The Equity Committee was created to do just that: work with the Leading Equity Center and district Justice Equity Diversity and Inclusion team (JEDI), which works to support marginalized communities within Burlingame.

Staff have also organized training presentations for staff to better educate each other on updated language
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that is inclusive, respectful, and kind. These presentations include topics such as the LGBTQAI+ community, the importance of name pronunciation, culturally-relevant literature, and the importance of recognizing/acknowledging indigenous land. Staff had another opportunities to participate in a professional read activity to further their understanding on the history of racism in America and how to be an anti-racist. After finishing the books, select staff members facilitated discussion groups over Zoom. Staff utilize instructional class time to promote and celebrate diversity.

PART VI - STRATEGY FOR ACADEMIC SUCCESS

As any other school that is proud of its programs, we believe we promote and facilitate many excellent programs at BIS, but Advisory stands out for its value and relevance to the whole child and is our most instrumental practice. Middle schoolers, in particular, need to connect with peers as well as teachers; they need time to learn while strengthening mental health awareness, creating and building community, and fostering academic excellence.

Advisory is a combination of time for SEL (social-emotional learning), community building, decompression from rigorous classes through self-regulation, spirit activities, and a place where students can organize themselves. Within the beginning third of the school year, teachers meet in grade level teams to identify students who have at least one teacher who has a bond with them in Advisory.

For example, in any advisory class, students spend 5-10 minutes completing quiet activities, such as reading, coloring, or completing crossword puzzles, while listening to soft, instrumental music. Students then participate in a community circle activity with sharing of thoughts and opinions about various topics from bullying to fitting in. Each grade level reads a different text, each connected to themes of perseverance and resilience. Finally, students watch a KBIS broadcast with weekly announcements. These opportunities allow for student self-awareness, school spirit, and deeper involvement in school community activities.

Advisory is divided into three sections of activities. Elective enrichment included hip hop culture exploration, friendship bracelets, and gardening, selected based on interest. Academic enrichment included time to receive in-person help on any content area subject or for extended time for assessments. Community building included book clubs and community circle discussions.

During the pandemic, Advisory became the glue that connected staff and students after many months of online learning. BIS was within the 16% of districts in California to return to in-person instruction in February 2021. Consummate professionals, our staff quickly pivoted to a model that enabled students to comfortably return to campus and re-acclimate to being back in person.

Advisory has become such an integral part of our curriculum that we plan to implement it four days a week in the 2022-2023 school year and include an academic advising component. Thus, students will have one-on-one adult interaction/check-in at least once a week throughout the year, ensuring that EACH student will be seen and heard.