



# **Executive Summary**

**Colbert Elementary Magnet School**

**Broward County Public Schools**

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## **Introduction**

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

## **Description of the School**

**Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?**

Colbert Museum Magnet is a Title I Broward County public school serving grades Pre-Kindergarten to fifth grade, located in Hollywood, Florida. Colbert Elementary School (CES) was established in 1952. In October 2013, our existing magnet program was redesigned with the awarding of the Sprouting STEM Museum Magnet schools grant. Colbert Museum Magnet is a Title 1 school, with 94% of our students receiving Free/Reduced meal benefits. Our school population is comprised of 71% Black students, 23% White, and the remaining, 6% of students are of Asian/Hispanic descent. 17% of our students receive ESE services, and 15% receive ESOL services.

Our school provides high-quality instruction in Science, Technology, Engineering, and Mathematics (STEM) to approximately 650 students in the cities of Hollywood, Hallandale Beach, Miramar, Dania Beach, Weston, Southwest Ranches, Pembroke Pines, Pembroke Park, Davie, and Cooper City. The mission and vision of CES is to be a model Sprouting STEM School that encourages a high level of student interest and achievement in STEM curriculum. CES has developed a curriculum to motivate students to be facilitators of their own learning via thoroughly integrated, problem-based learning that promotes exploration and collaboration in order to become 21st Century problem solvers. To ensure that all students succeed, CES incorporates a teacher developed, fully integrated, standards-based curriculum. Grade level units include hands-on inquiry activities, standards-focused instruction, cooperative learning, daily journaling, differentiated instruction, purposeful use of technology, Engineering Design Process and classroom teachers as facilitators.

In spite of academic challenges, our enrollment has increased over the last 3 years. We attribute this to the opportunities our students have with regards to the Sprouting STEM Museum concept.

## **School's Purpose**

**Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.**

Colbert Museum Magnet's purpose is to provide our students with the skills necessary to be successful citizens in an ever-changing world. We seek to have our students, understand, investigate and transform our world.

The mission of Colbert Museum Magnet is to provide a challenging learning environment in which students acquire the necessary skills and knowledge to be successful and to be a benefit to society.

In addition, the proposed outcomes of the Sprouting STEM Museum Magnet Grant are:

- 1) Reducing Minority Group Isolation in Sprouting STEM Museum Magnet Schools
- 2) Increase percentage of proficient students in reading, math and science in each Sprouting STEM Museum Magnet School.
- 3) All Sprouting STEM Museum Magnet students will have access to Highly Rigorous thematic curriculum.
- 4) Increase the proficiency of the African American students (the minority isolated group), students with disabilities, at the six Sprouting STEM Museum Magnet Schools.
- 5) Provide professional development for all Sprouting STEM Museum teachers

## **Notable Achievements and Areas of Improvement**

**Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.**

Colbert Elementary Magnet became a Sprouting STEM Museum Magnet in the fall of 2013 as a part of the Magnet Schools of America Award announcement. This has helped transform our school as all students in grades K-5 receive instruction in not only in core subject areas, but also in Engineering, Robotics and interdisciplinary Science based units. The grant has provided a significant amount of classroom technology as well as opportunities for professional growth for staff, enabling them to restructure their curriculum, and instructional delivery methods. Specifically we have:

- Collaborative Academic Support Team (CAST) members were trained in EIE, Museum Object-Based Learning, Gizmo's and Reflex math.
- Set-up Learning Innovation Lab (LIL)
- Provided additional hands-on science instruction to teach grade level state standards for all grade levels K - 5 in the Learning Innovation Lab.
- Competed in the First Lego League Competition
- Students competed in and were awarded first place in the SECME (Science, Engineering, Communication, Mathematics, and Enrichment) Tournament.
- Hosted STEM Showcase event in which 350 teachers, students, parents, community members, and partners in education (local businesses, colleges and universities) attended. The all-day Saturday event exposed attendees to hands-on STEM activities and introduced them to a variety of STEM careers.
- Hosted Museum Nights to showcase student-developed exhibits showcasing the thematic units they had been learning in the classroom.
- Developed school-wide essential question for program (Colbert students seek to investigate, understand, and transform their world).
- Developed grade-level themes and essential questions for each quarter based on state science and social studies standards.
- Classes worked on building, planting, maintaining, and harvesting Edible Gardens with the help of a local Master Gardener and Chef.
- Specials/Electives offered to students in the areas of:
  - o Engineering Lab
  - o Lego Robotics
  - o Technology TV Production
  - o Art
  - o Music
  - o Physical Education
- Provided professional development for teachers in the following programs:
  - o Engineering is Elementary (EiE)
  - o Curriculum Integration
  - o Museum Object Based Learning
  - o Understanding by Design
  - o Gizmo's
  - o Reflex Math

One of the program goals was and remains to be increased student achievement. We have restructured our support/coaching staff to better address our needs and to provide classroom support in the areas of Reading, Math and Science.

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## **Additional Information**

**Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.**

-A unique feature of CES is the school's use of the school-based science coach, magnet coordinator, and instructional facilitator to assist in guiding instruction for both teachers and students. The school-based science coach holds classes in the LIL, focusing on state standards and EIE instruction. Teachers remain in the LIL during this instruction to promote collegiality and hands-on science instruction. The science coach also pushes into rooms to model hands on instruction and teaching outside of the text. The Magnet Coordinator works with both teachers and students on the technology portion of instruction, from Gizmos trainings and technology support, to media instruction and iPad classroom integration. The Magnet coordinator is also in charge of the indoor school hydroponics system and outdoor gardens.

-Museum Magnet Nights revolve around EIE units and around unit plans created by teachers and CAST members. Student docents volunteer and are chosen by teachers to present learned knowledge to parents and visitors during each Museum Magnet Night. The job of the docents is to explain products being presented, share experiences in the classroom, and explain thinking that occurred during classroom based lessons and challenges.

-Colbert Elementary School offers a wide variety of school based clubs. Clubs include Lego Robotics, SECME/engineering club, chorus/band, Environmental (recycle/gardening), and peer counseling.

Future Plans: Colbert Elementary School will continue to utilize the teacher developed thematic unit plans to guide instructional practices and integrate all academic areas. Areas of growth include:

- Professional development to support teachers in planning for more research based projects with students
- Continuation of the gradual release model so that coaches can release to teachers the responsibility of inquiry instruction
- Continuing to develop and build on existing partnerships associated with in house learning expeditions and parent events
- Increase opportunities for students to showcase learning
- Develop a plan to train new staff members in implementation of CES programs
- Increase diversity through increased enrollment
- Increase student achievement