



Executive Summary for Stephen Foster Elementary School

The Executive Summary (ES) provides the school an opportunity to describe in narrative form its vision as well as strengths and challenges within the context of continuous improvement. Use this template to complete the responses to the various questions below. The responses should be brief, descriptive, and appropriate for the specific section.

Description

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?

Stephen Foster Elementary School is located in the Riverland neighborhood of Fort Lauderdale, Florida. The school opened its doors in 1961, so it is 64 years old. The neighborhood surrounding the school includes Caucasian, African American, Hispanic, and Latino families. Our current school enrollment is 650 students, from Pre-K to 5th grade. This includes two EBD special program classes, one specialized preschool, two intensive special education preschool, and three VPK classes. Stephen Foster has 22.7% of students with disabilities (SWD). Currently, 85% of the students are economically disadvantaged. There are currently 56.6% English Language Learners. Our staff includes 45 teachers, 2 resource teachers, and 16 paraprofessionals. 24 of our teachers are ESOL endorsed, 4 have advanced degrees, and 19 are reading endorsed. 21 have five or more years teaching experience. Our barriers include second language acquisition and support for specialized programs to achieve academic success. Stephen Foster offers ELO opportunities focused in math instruction for intermediate grade levels. During the school day, specific scheduling by grade level for tier 3 support is in the master schedule to limit disruptions for tier 1 instruction. The SAC membership participates in our monthly meetings with 80% consistently attending. Our team has discussions and input from everyone, which is strongly encouraged. We have business partnerships with local law firms who donate supplies and activities to promote positive learning environments. Our school has partnered with the community to fundraise for Jump Rope for Heart (American Heart Association) and the Humane Society.

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.

Educating today's students to succeed in tomorrow's world is our mission statement. Our student is committed to teach every student to meet their maximum potential. Stephen Foster has created a structure to allow students to have authentic learning experiences. In ELA, we use the Daily 5 structure with the integration of Conceptual Units focused on the BEST standards with support from specified reading strategies. During Math, we use the Daily 3 structure to teach the BEST standards. We have many clubs after school including: Art, Debate, Steam Team, Fitness, Craft, Book, and Drama.

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.

Our FDOE Grades from 2022 and 2023 were a "C". We increased to an "A" upon the 2023-2024 school grade. Stephen Foster maintained the "A" school grade in the 2024-2025 school year. The ELA Third Grade proficiency increased from 55% to 64% in this current school year, as well as the overall ELA proficiency increasing from 58% to 63%. The strong math proficiency remained similar from 80% to 76% as well as the Math learning gains at 73%. The Science proficiency maintained from 58% to 57% from one year to the next. For the current school year we are striving to continue this success and improve in Lowest Quartile learning gains in Reading and Math.

Additional Information

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

Professional learning communities (PLCs) are continually changing to meet the needs of the staff and the students. This is a process in which teachers work together and use students' data to create strategies to improve classroom practices. We have team leader week in June and August. The June team leader day focuses on reflection and continual growth and development from instructional planning perspective. Each month we have a leadership meetings to continue this development of curriculum. Our school has Response to Intervention which uses student academic and behavior information to identify students with learning and behavior needs to guarantee that those in danger of failure and/or retention are receiving assistance and support. We have numerous community partners including Lawler, White, and Murphy Trial Lawyers. They provide backpacks and school supplies for students in need and food for the community bank. They also provide activities for our game room which is utilized to promote positive behavior and attendance. We have parent and community events as well including Dinner and Art show, Book Fair, Spring Fling, After Care Talent Show, and Winter Concerts.

