



Executive Summary for Pasadena Lakes 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?

Pasadena Lakes Elementary, located in Pembroke Pines, Florida, serves approximately 492 students from Pre-K through Grade 5. The school is situated in a culturally diverse suburban community and has maintained stable enrollment over the past three years. The student population is approximately 48 to 56 percent Hispanic, 24 to 26 percent Black/African American, and 9 to 12 percent White, with smaller percentages of Asian and Multiracial students. Nearly 89 percent of students qualify for free or reduced-price lunch, and the school operates as a Title I school, ensuring equitable access to instructional resources and support services. Pasadena Lakes offers specialized programming that includes an autism spectrum disorder (ASD) Cluster, Specialized and Intensive Pre-K classes, and a Voluntary Pre-K (VPK) program. The school also offers before and after school care (BASCC), STEM and computer science enrichment, physical education, and civic learning opportunities. Through the Community Eligibility Provision (CEP), all students have access to free breakfast. While the school benefits from strong community ties, it faces challenges that include economic need, chronic absenteeism rates above ten percent of the student population, and persistent literacy gaps between the primary and intermediate grades. These realities underscore the school's focus on targeted interventions, strong family engagement, and consistent use of research-based instructional practices.

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.

The mission of Pasadena Lakes Elementary is to provide a safe, nurturing, and academically challenging environment that promotes high expectations, equity, and the belief that all students can learn and succeed. The vision is to empower every student to reach their fullest potential and become lifelong learners who contribute positively to society. The school faces challenges such as minimal parental involvement, driven by economic difficulties that inhibit parents' availability for school events and meetings. To address this, the school has adapted by offering teleconferences, video conferences, evening meetings, and parent nights to increase parental participation. Another challenge is the competition with neighboring charter schools, which has impacted enrollment and funding. Additionally, many families have also been moving from South Florida, which impacts our enrollment drastically. Despite these challenges, Pasadena Lakes remains committed to providing a quality education to all students, supported by a dedicated staff, and a comprehensive array of support services. The school fulfills its mission by providing inclusive education with early intervention and specialized programs for students with disabilities. Instruction is grounded in research based literacy practices aligned with RAISE requirements, including Reading Horizons, Benchmark Advance, SIPPS, and Heggerty. Learning opportunities are differentiated through Universal Design for Learning, explicit instruction, and targeted small-group interventions. The school also maintains high behavioral and academic expectations through Positive Behavioral Interventions and Supports and a collaborative school culture that encourages both academic achievement and personal growth

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.

Notable Achievements and Areas of Improvement Over the past year, Pasadena Lakes has made several notable achievements. Grade 3 ELA proficiency increased from 47 percent in 2023–2024 to 54 percent in 2024–2025, marking meaningful progress. Early literacy outcomes have been strong in Kindergarten and Grade 1, with 74 percent of Grade 1 students and 66 percent of combined K–1 early literacy students scoring Level 3 or higher on FAST PM3. The school has also expanded enrichment programs in STEM, civic engagement, Debate, and physical wellness, which have improved student participation and engagement. In addition, the implementation of the ATTENDANCE program has provided incentives that promote better student attendance. Despite these accomplishments, several areas remain in need of improvement. There is a significant drop in reading proficiency from Grade 1 to Grade 2, with proficiency falling from 74 percent to 49 percent, indicating the need to strengthen

skill progression and comprehension strategies. In Grades 4 and 5, ELA proficiency remains below district averages despite modest gains in Grade 4. Chronic absenteeism affects more than a quarter of students, particularly those with multiple early warning indicators. Strengthening multi-tiered supports for these students, addressing both academic and social-emotional needs, remains a priority. English Language Learners also represent a key area of focus. Many ELL students enter with limited English proficiency and varying levels of formal education, impacting their reading comprehension, vocabulary acquisition, and writing skills. The school addresses these needs through ESOL small groups with targeted language development, and integration of ESOL best practices into content instruction. ELL progress is monitored closely through state assessments, classroom performance data, and language proficiency measures, ensuring that support is responsive and individualized.

Measurable Outcomes For Grades K–2, by the end of the 2025–2026 school year, the percentage of students scoring Level 3 or higher on FAST PM3 Reading will increase from 66 percent to at least 72 percent, with a specific goal of raising Grade 2 proficiency from 49 percent to at least 60 percent. For Grades 3–5, by the end of the 2025–2026 school year, Grade 3 ELA proficiency will increase from 54 percent to at least 60 percent. Grade 4 proficiency will increase from 43 percent to at least 50 percent, and Grade 5 proficiency will increase from 50 percent to at least 55 percent.

Monitoring and Support The implementation of the school’s instructional focus will be monitored through monthly data chats, classroom walkthroughs, and analysis of FAST progress monitoring results. Professional Learning Communities will be used to adjust instructional plans in real time based on student performance data. Teachers will receive targeted coaching cycles, professional learning on structured literacy, and collaborative lesson study opportunities. Leadership will reinforce fidelity to core programs, provide immediate feedback from observations, and celebrate growth milestones to maintain a positive and collaborative school climate.

Additional Information

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

Evidence-Based Interventions To achieve the stated outcomes, Pasadena Lakes will implement multiple evidence-based interventions. Reading Horizons, a Tier 1-3 program with strong evidence, provides structured literacy instruction in phonemic awareness, decoding, and fluency. Benchmark Advance, also Tier 1 with strong evidence, is a comprehensive literacy curriculum that emphasizes close reading, text-dependent questions, and vocabulary development. SIPPS, a Tier 2 program with moderate evidence, offers systematic instruction in phonics, sight words, and fluency for students performing below grade level. Heggerty, also Tier 2-3 with moderate evidence, delivers daily phonemic awareness instruction to strengthen foundational reading skills. Progress toward goals will be monitored through FAST PM1, PM2, and PM3 assessments as well as teacher-developed formative assessments,

with instructional adjustments made based on real-time data.