SBPIE Assessment

as required by section 1003.57, Florida Statutes (F.S.).

PEMBROKE PINES ELEMENTARY SCHL

District Name: Broward

MSID Number: 1221

Date Meeting Held: 5/18/2026

Initial Information

School Principal: Natasha Bell

School Type: Elementary

FIN Trained Meeting Leader/Title: Ximena Uribasterra, ESE Liaison

Team Members Name/Title:
Natasha Bell - Principal
Amadis Esquive - Literacy Coach
Mariette Donate - Guidance Counselor
Vanessa Victor - Parent
Rosita Silver - Parent
Janice Waite - Parent Teacher Association President
Renee Walden-Ramdas - SIP

Domain I: Leadership and Decision Making		
Indicator	**Implementation Status**	**Data Sources/Supporting Evidence**
1. The school analyzes data to identify current practices and remove barriers to providing educational services for all SWD in general education and natural contexts in every school.	Partially Almost	The leadership team meets once a week to analyze and discuss all the students, including all SWD. Data is collected weekly to create a plan and accountability with high expectations. (Data collected, Basis notes)
2. The school sets and monitors goals to implement and improve best practices for educating students with disabilities in general education classrooms and natural settings using the School BPIE Assessment results.	Partially Almost	Our SAC team meets with all stakeholders to collaborate and make decisions to implement and improve inclusive practices across the school. (Agendas, minutes, emails)
3. The school has a key person who oversees, coordinates and monitors the implementation of best practices for educating all students with disabilities in general education and natural contexts.	Fully	We have 1.5 ESE facilitators (k-2 and 3-5). They are responsible for ongoing communication, data analysis, and progress monitoring related to goals and inclusive practices (Emails and logs). In addition, we have an Autism coach and an ESE specialist. (emails)
4. School administrators follow district guidelines for all SWD to have the same school choice options as their peers without disabilities.	Partially Almost	We have a full-time ASD coach and ESE specialist (school roster) Our behavior technician supports all our SWD students (schedule). ESE facilitators address our students' needs by targeting their specific goals (e.g., lesson plans, schedules). Our special program has grown from 5 to 6 classes. (Master schedule). Our students receive Speech, Language, PT, and OT services regularly. (schedules)

5. School data reflect that SWD, regardless of their exceptionality, receive their education and related services in age- and grade appropriate general education classes, to the maximum extent appropriate.	Partially Almost	ASD students are on general standards and are mainstreamed to general education classes. (Schedules) All ASD students are mainstreamed during lunch and recess. (Class Schedules) ASD classes are grouped by grade level and not by skill/standards. (Class lists) SWD students 1-5 are invited to after-school tutoring. (Parent links) All SWDs follow their flexible scheduling and all accommodations per their IEP. SLPs serve their students either as push-in or pull-out. (Class schedules
6. Data shows that the majority of SWD, ages 3–5, receive special education and related services in the regular early childhood (preschool) classes with peers without disabilities. ***Schools with early childhood (preschool) programs only.**	Not Yet	Not applicable

7. School administrators expect all school personnel to share responsibility for all students and consider all SWD as general education students first.	Fully	All Grade levels attend PLC meetings. (Meetingnotes) ESE and ASD teachers are part of each grade-level meeting, activity, and field trip. (Meeting notes) All teachers are responsible for special education during academic and nonacademic school activities. (Emails) Staff members refer to each other by name, not by occupation or caseload. The administration ensures all personnel are responsible for all health and safety procedures of all students by providing class lists with health issues and allergies periodically throughout the school year. (Emails and forms) Our personnel are trained and responsible for SWD safety and evacuation procedures. (Emails) Our website has information about our unique programs.
8. School administrators inform staff of resources to apply best practices for teaching students with disabilities in general education classrooms and natural contexts.	Fully	Our administration secures and distributes resources to promote effective inclusive practices. (Emails) They have reached out to departments to coordinate support for all students in the classroom. (Emails) Teams are given time to collaborate and plan (schedules). Our teacher adjusts instruction to meet diverse student needs (lesson plans).

9. School administrators expect all staff to use person first language in all written and verbal communications.	Partially Almost	The administration provides personnel with ongoing updates and resources through emails and Teams meetings. While we offer translation for some of our information in different languages, not all materials are translated. Additionally, we organize various after-school activities to engage all parents, including newsletters, parent links, and emails.
10. School administrators use job interview questions that assess applicants' knowledge and respect for differences in student learners and best practices for SWD, as applicable to the position.	Partially Almost	Some support staff members and grade-level team leaders are invited to participate in interviews and are provided with question stems.
11. School administrators communicate with district departments to ensure that all SWD arrive and leave school at the same time and place as other students, unless their IEP indicates a shortened school day.	Partially Almost	Our administrators review arrival and departure procedures through emails and the meeting sign-in sheet. We have designated personnel responsible for overseeing buses, as indicated in emails and their assigned roster. Students with and without disabilities attend field trips and other activities, with field-trip packets providing necessary information. Our school secretary arranges bus transportation for all students and requests special equipment if needed. Although all buses arrive at the same time and location, they depart from different sites to ensure students wearing harnesses are prepared, as confirmed through emails.

12. The school ensures SWD have the same opportunities as other students to participate in all schoolsponsored activities, like electives, sports, dances, clubs, field trips, plays, community service, and graduation events.	Fully	Our clubs are inclusive and accommodate all our students (newsletters, parent links, emails). All our personnel advocate for the inclusion and full participation of SWDs (letters to parents/guardians). All our club sponsors show their commitment to all students and send a letter home on the first day of the club with the student (letter). SWDs are invited to participate in all school activities (including emails, parent links, and newsletters). Our athletic coach creates activities that include our SWDs (lesson plans).
13. The school ensures all SWD are given equal consideration for honors, awards and other designations offered by schools.	Fully	All our students are included in our awards and honor roll ceremonies (program and invitations).
14. School administrators identify professional learning (PL) and technical assistance (TA) needed to implement best practices for educating SWD in general education and natural contexts.	Fully	Teachers and administrators attend different PD and offer it as needed (emails and minutes). The district or staff have provided training for staff who requested it (sign-in sheet). Team leaders discuss the need for training with the team and email administration (team minutes notes). Administrators analyze data from classroom observations with the RTI team during the scheduled meeting (basis notes and schedule).
15. The school provides opportunities for ongoing job-embedded professional learning (PL) for all school-based personnel, as appropriate for their job role, on best practices for educating all students with disabilities in general education and natural contexts.	Fully	See comments #14

16. The school provides opportunities for ongoing job-embedded technical assistance (TA) is provided for all school-based personnel, as appropriate for their job role, on best practices for educating all students with disabilities in general education and natural contexts.	Partially Almost	Our school leaders demonstrate, collaborate, and coach individual staff and teams as determined by PD. (Team meeting notes) Our team leaders provide ongoing support and feedback to teachers and teams. (Notes and minutes) Our ASD Coach coordinates activities related to needs assessments and in-class coaching. (Schedule and emails)
17. School administrators ensure collaborative planning time is included in staff schedules.	Partially Almost	The master schedule includes planning time for collaborative planning. Duties are distributed across the staff. (Master Schedule) Teachers/Teams work together, including our ESE teacher, to discuss student progress and plan lessons. (Master Schedule)

Domain II: Instruction and Student Achievement		
Indicator	**Implementation Status**	**Data Sources/Supporting Evidence**
18. The school provides opportunities for special, elective, and career technical education (CTE) teachers to regularly meet with special education teachers and related service providers to support the learning of all SWD.	Fully	Common planning time (Master schedule). The Specials teachers meet with team levels (Team meeting notes)
19. General and special education teachers use the academic achievement standards as the foundation for instruction of all SWDs, including those with the most significant cognitive disability.	Partially Almost	Lesson plans reflect our Standards that in (Lesson Plans) Learning targets/access points are addressed by the teachers in (Lesson Plans). (Lesson plans) IEP goals and objectives for all SWD are aligned with the state standards. (Lesson Plans)
20. School staff consistently implement an MTSS and problem-solving process to ensure all students, with and without disabilities, make progress in the general education curriculum across all grades and settings.	Fully	RTI meetings are conducted once a week on a rotation (schedule). Discussion of all students, including SWDs, is done and documented (RTI notes and BASIS). Parents/Guardians are invited to discuss the MTSS process. (Letter and conference forms).
21. The school uses an intentional approach to gather, analyze, and evaluate data to determine the effectiveness of instructional and behavioral interventions for all SWD.	Partially Almost	Formative Assessments throughout the year (Lesson Plans), Teachers collaborate with special education to plan and collect data (Schedules and Lesson Plans).

22. The school ensures teachers of SWD who spend less than 80% of their day in general education classes use formative assessment data to find effective teaching and behavior strategies to support SWD progress toward their IEP goals.	Partially Almost	All ESE teachers use formative assessments to analyze their data and plan/adjust their instruction. (Gradebook and lesson plans). Progress reports are checked quarterly by the Specialist and/or Autism Coach (Focus).
23. There is a school-wide approach to facilitate positive, interdependent relationships among all students with and without disabilities across all general education and natural contexts.	Fully	ESE students are mainstreamed to Gen Ed classes for at least 30 minutes a day. (Schedules). All our SWD students are mainstreamed with our Gen Ed populations during recess and lunch (Schedules). Our Guidance Counselor offers various programs for anti-bullying, character education, self-advocacy, morning yoga, and more. She does the activities during our morning announcements, which are broadcast to every classroom. (Newsletter, emails, broadcast)
24. There is a school-wide approach for planning and implementing instruction to ensure that all students have opportunities to engage with learning in general education classrooms and natural contexts.	Fully	Teacher-led groups are done at students' various instructional levels. (Lesson Plans) Centers and para-led groups are done at students' independent levels. (Lesson plans). SWDs are mainstreamed and provided the same curriculum using their accommodations(schedules and lesson plans).

25. The school has a variety of service delivery models in place, across all grade levels, to provide instruction and related services to SWD in their least restrictive environment to the maximum extent appropriate.	Partially Almost	OT and PT come to our school (sign-in sheet from the office & schedules). Teachers select different approaches based on students' needs (Lesson Plans). The administration meets with the teachers in collaboration (team leader minutes).
26. The school ensures all paraprofessionals have received PL that includes clear descriptions of their work responsibilities and strategies for providing support to SWD in their least restrictive environment.	Partially Almost	Our paraprofessionals receive ongoing training. (sign-in sheet) Paraprofessional roles are clearly outlined and communicated by administrators and teachers. (emails)

Domain III: Communication and Collaboration		
Indicator	**Implementation Status**	**Data Sources/Supporting Evidence**
27. The school ensures that all special education staff are recognized as essential, collaborative members of the general education team.	Fully	All of our Special education teachers are part of a general education team. (Team minutes notes) . All Team Members receive minutes of team meetings (emails)
28. General and special education teachers use regularly scheduled collaborative planning time to clarify their roles and responsibilities while planning effective instruction and assessment for all students.	Partially Almost	Master schedule with shared planning time (master schedule). Teachers utilize planning periods to develop lessons and implement accommodations (lesson plans by grade level). Administration takes part in teachers' team meetings (team meeting minutes). Teachers identify suitable accommodations and supports—such as behavioral, visual, or communication aids—for individual students (RTI meeting notes, Basis, team meeting notes, emails).
29. The school ensures that family members of SWD are contributing members of school decision-making groups.	Partially Almost	Our parents, including SWDs, are an important part of the decision-making group. They are part of SAC and PTA. In addition, they participate in various activities at our school. (Meeting notes and minutes)

30. The school uses needs assessments and student data to provide learning opportunities and resources to families of SWD.	Fully	The monthly newsletter (Piratergram) is sent to parents via email and parent links. (Piratergram) Surveys for our families in other languages are provided. (Report received by the principal) Two parent conferences are held each year. (Teacher conferences) Annual IEP meetings are held with all ESE parents. (Parent participation forms).
31. The school ensures all school personnel invite families to provide valuable input in planning and problem-solving.	Partially Almost	Fifth-grade departments send a first-day packet home. (packet) Team notes. Teachers use Class Tag, Class Dojo, and Remind for communication. (apps) Maintain ongoing communication - conferences, PTSA activities, and planner. (signing sheets and conference forms)
32. The school provides regular reports on the progress of implementing best practices for SWD with families, school district staff, and community members.	Fully	SIP and SAC reports are available on our website. We also share updates through our monthly newsletter, emails to parents via Parent Links, and text messages.
33. The school uses a person-centered planning process for SWD.	Partially Almost	The ESE specialist meets with the parent and the middle school ESE specialist. (Calendar) Career Day - we invite adults and representatives from various community agencies to speak to all our students. (Schedules and invitations)

34. School leaders use a team decision-making process to ensure all SWD progress from grade to grade, school to school, and district to district, maintaining the least restrictive environment.	Partially Almost	Schedules include teachers having common planning time and vertical planning in quarter 4, as shown on the master calendar. The school counselor coordinates middle schools via emails, and IEP meetings for transitional matriculation are also scheduled on the master calendar.

School BPIE Assessment Priority Indicators

PEMBROKE PINES ELEMENTARY SCHL has chosen the following indicators as areas of focus for this School BPIE cycle and will develop short- and long-term improvement efforts to address these areas.

- Indicator 9. School administrators expect all staff to use person first language in all written and verbal communications.
- Indicator 10. School administrators use job interview questions that assess applicants' knowledge and respect for differences in student learners and best practices for SWD, as applicable to the position.
- Indicator 16. The school provides opportunities for ongoing job-embedded technical assistance (TA) is provided for all school-based personnel, as appropriate for their job role, on best practices for educating all students with disabilities in general education and natural contexts.
- Indicator 26. The school ensures all paraprofessionals have received PL that includes clear descriptions of their work responsibilities and strategies for providing support to SWD in their least restrictive environment.
- Indicator 33. The school uses a person-centered planning process for SWD.