

SBPIE Assessment

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

BENNETT ELEMENTARY SCHOOL

District Name: Broward

MSID Number: 0201

Date Meeting Held: 9/3/2026

Initial Information

School Principal: DANIELLE SMITH

School Type: Elementary

FIN Trained Meeting Leader/Title: Tiffany McCahill, ESE Liaison

Team Members Name/Title:

Tiffany McCahill, ESE Specialist/LEA

Jill Rubin, ESE Support Facilitator

Nikki Hamilton, Guardian

Arleen Calloway, ESE Teacher

Barb Collins, General Education Teacher

Kevin Hellberg, General Education Teacher

Teresa Edmondson, ESE Teacher

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	Bennett Elementary consistently analyzes student performance, IEP, assessment, and placement data to identify barriers and support access to instruction in general education and natural contexts. While these practices are well established for students with high-incidence disabilities, continued progress is needed to expand meaningful inclusion opportunities for some students with more significant support needs across school settings.
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.	Fully	Bennett Elementary consistently uses BPIE Assessment results to establish, implement, and monitor schoolwide goals that strengthen best practices for educating students with disabilities. These goals guide ongoing planning, collaboration, and continuous improvement to ensure all SWD have meaningful access to general education classrooms and natural school settings.
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	Bennett Elementary has a designated ESE Specialist who oversees, coordinates, and monitors the implementation of best practices for students with disabilities. The ESE Specialist collaborates with administration, teachers, support facilitators, related service providers, and families to promote consistent implementation of inclusive practices across school settings.

4. School administrators follow district guidelines for all SWD to have the same school choice options as their peers without disabilities.	Fully	Bennett Elementary administrators consistently follow district guidelines to ensure all students with disabilities have equitable access to the same school choice options and educational opportunities as their peers without disabilities, with appropriate supports and services considered to promote meaningful participation.
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	Bennett Elementary consistently provides students with disabilities access to age- and grade-appropriate general education settings to the maximum extent appropriate. While inclusive opportunities are well established for students with high-incidence disabilities, continued progress is needed to expand meaningful participation in general education and natural settings for some students with more significant support needs.
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.	Partially Almost	Bennett Elementary provides opportunities for preschool students with disabilities to interact and participate with peers without disabilities in natural school settings. However, some students with more significant support needs receive the majority of their specialized instruction and related services within ESE preschool settings, indicating an opportunity to further expand inclusive early childhood experiences.

7. School administrators expect all school personnel to share responsibility for all students and consider all SWD as general education students first.	Partially Beginning	Bennett Elementary is working to strengthen a schoolwide culture of shared responsibility for all students with disabilities. While collaborative and inclusive practices are evident among many staff members, implementation is not yet consistent across all classrooms and programs, particularly for students with more significant support needs. Additional professional learning and collaboration are needed to reinforce the expectation that all SWD are general education students first.
8. School administrators inform staff of resources to apply best practices for teaching students with disabilities in general education classrooms and natural contexts.	Partially Almost	Bennett Elementary administrators consistently provide staff with resources, guidance, and collaborative support to strengthen best practices for educating students with disabilities in general education and natural settings. While these resources are widely utilized, continued efforts are needed to ensure consistent application across all programs and for students with more significant support needs.
9. School administrators expect all staff to use person first language in all written and verbal communications.	Partially Almost	Bennett Elementary administrators promote and model the use of person-first language in written and verbal communication regarding students with disabilities. This practice is evident across most school settings; however, continued reinforcement and staff awareness are needed to ensure consistent use by all personnel in all communications.

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 Beginning	Bennett Elementary recognizes the importance of assessing applicants' knowledge of diverse learners and best practices for students with disabilities during the interview process. While these considerations may be addressed in some interviews, a consistent schoolwide process for incorporating specific SWD-focused interview questions has not yet been fully established and requires further development.
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.	Fully	Bennett Elementary administrators consistently collaborate with district departments, including Transportation, to ensure students with disabilities follow the same school arrival and dismissal schedules as their peers unless otherwise specified by the IEP. Transportation needs are coordinated and monitored to provide all SWD equitable access to the full instructional day.
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	Bennett Elementary consistently ensures that students with disabilities have equitable opportunities to participate in all school-sponsored activities, events, field trips, clubs, sports, and special programs alongside their peers. Appropriate accommodations and supports are provided as needed to promote meaningful participation and inclusion for all SWD.

13. The school ensures all SWD are given equal consideration for honors, awards and other designations offered by schools.	Fully	Bennett Elementary consistently ensures that all students with disabilities, including students receiving instruction through Access Points, receive equal consideration for school honors, awards, and recognition programs. SWD are recognized alongside their peers for academic achievement, citizenship, attendance, effort, growth, and other accomplishments using equitable and appropriate criteria.
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.	Partially Almost	Bennett Elementary administrators use student data, classroom observations, IEP team input, and staff needs to identify professional learning and technical assistance needed to support SWD. While targeted support and training are provided, continued progress is needed to ensure PL and TA are consistently differentiated, systematically monitored, and responsive to the needs of staff serving students with more significant disabilities.
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	Bennett Elementary consistently provides ongoing, job-embedded professional learning for general education, ESE, and support staff through collaborative planning, PLCs, coaching, and targeted training. Professional learning addresses best practices for supporting SWD, including accommodations, modifications, IEP implementation, differentiated instruction, and strategies that promote meaningful access and participation in general education and natural school settings.

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.	Fully	Bennett Elementary consistently provides ongoing, job-embedded technical assistance to staff based on identified student and personnel needs. School leadership, the ESE Specialist, support facilitators, and related service providers collaborate with staff through coaching, problem solving, instructional planning, behavior and visual supports, and scheduling of services to ensure effective practices for all SWD across educational settings.
17. School administrators ensure collaborative planning time is included in staff schedules.	Fully	Bennett Elementary administrators consistently provide structured opportunities for collaborative planning among general education teachers, ESE staff, support facilitators, and other instructional personnel. Through scheduled planning, PLCs, data discussions, and IEP collaboration, teams regularly review student progress, identify needs, and coordinate instructional strategies and supports for SWD.

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	Bennett Elementary provides consistent opportunities for special-area teachers, ESE staff, and related service providers to collaborate regarding the needs of SWD. Through consultation, observations, IEP input, and ongoing communication, staff coordinate accommodations, modifications, adaptive supports, and instructional strategies to ensure all SWD can meaningfully participate and succeed in special-area classes.
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.	Fully	Bennett Elementary general and special education teachers consistently use Florida's academic achievement standards as the foundation for instruction for all SWD. IEP goals, instructional targets, accommodations, and modifications are aligned to grade-level standards or Access Points, as appropriate, ensuring students with the most significant cognitive disabilities receive meaningful, age-appropriate access to academic instruction.

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.	Partially Almost	Bennett Elementary consistently utilizes an MTSS and problem-solving process to review student data, identify needs, and implement appropriate academic and behavioral interventions across grade levels. While these practices are well established for most students, continued progress is needed to ensure the MTSS framework and tiered supports are consistently applied and individualized for students with the most significant cognitive disabilities across all settings.
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.	Fully	Bennett Elementary consistently uses multiple sources of academic, behavioral, and progress-monitoring data to evaluate the effectiveness of interventions for all SWD. General education teachers, ESE staff, related service providers, and support personnel collaborate to analyze data, adjust instruction and supports, and make data-driven decisions to ensure students make meaningful progress across educational settings.
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.	Fully	Bennett Elementary teachers serving SWD who spend less than 80% of their day in general education consistently use formative assessment, progress-monitoring, behavioral, and observational data to guide instruction and support progress toward IEP goals. Data are used to adjust instructional and behavioral strategies and identify meaningful opportunities for students to participate successfully in general education and natural school settings.

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	Bennett Elementary consistently promotes positive, meaningful relationships among students with and without disabilities through schoolwide inclusion, character-building, and collaborative activities. Bobcat Buddies, the school's inclusion group, provides intentional opportunities for students with and without disabilities to build friendships, develop social skills, and participate together in meaningful school experiences, supporting a culture of belonging and acceptance across the school community.
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.	Partially Beginning	Bennett Elementary is beginning to develop a more consistent schoolwide approach to planning instruction that provides multiple means of engagement, representation, and response for all learners. While differentiated instruction, visual supports, assistive technology, accommodations, and other accessible strategies are evident in some classrooms and ESE programs, these practices are not yet consistently implemented across all general education settings for all SWD, particularly students with more significant support needs.

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.	Fully	Bennett Elementary consistently provides a continuum of service delivery models across grade levels to meet the individual needs of SWD in their least restrictive environment. Models include support facilitation, consultation, specialized instruction, and related services provided within general education and natural settings when appropriate, ensuring services are individualized according to each student's IEP and educational needs.
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	Bennett Elementary provides paraprofessionals/ESPs with professional learning opportunities, guidance, and resources addressing their roles and responsibilities and effective strategies for supporting SWD in the least restrictive environment. While these opportunities are consistently offered, participation and utilization by ESPs are not always consistent. Continued emphasis on engagement in available professional learning and collaboration with instructional staff is needed to achieve full implementation.

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	Bennett Elementary consistently recognizes ESE staff as essential and collaborative members of the general education team. ESE Support Facilitators actively collaborate with general education teachers and remain informed about curriculum, instruction, and individual student needs. IEP meetings are scheduled during planning times whenever possible to protect instructional time and are arranged with sufficient notice so all team members have an opportunity to provide meaningful input and participate in educational decision-making.
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.	Fully	Bennett Elementary general and special education teachers consistently use scheduled collaborative planning opportunities to clarify roles, review student needs, and plan effective instruction and assessment for all students. ESE Support Facilitators and general education teachers work together to identify appropriate accommodations, differentiated and specially designed instruction, behavioral and communication supports, and shared responsibilities to ensure SWD have meaningful access to grade-level instruction.

29. The school ensures that family members of SWD are contributing members of school decision-making groups.	Fully	Bennett Elementary consistently encourages and provides opportunities for families of SWD to serve as active contributors to school decision-making through the School Advisory Council, PTA, and other school committees. Families are also invited to participate in the planning and implementation of schoolwide family events, including Hispanic Heritage, Black History, Technology Night, and other family engagement activities, ensuring diverse family perspectives are represented throughout the school community.
30. The school uses needs assessments and student data to provide learning opportunities and resources to families of SWD.	Fully	Bennett Elementary consistently uses student data, family input, IEP information, and identified needs to provide relevant learning opportunities and resources for families of SWD. Information is shared through family meetings, school events, newsletters, email, FOCUS, and other communication platforms, with translation and language supports available as needed to ensure equitable access and meaningful family engagement.

31. The school ensures all school personnel invite families to provide valuable input in planning and problem-solving.	Fully	Bennett Elementary consistently maintains ongoing, two-way communication with families of SWD to support student academic, behavioral, social, and IEP needs. Teachers and ESE staff regularly share information regarding student progress, expectations, interventions, and strategies while actively seeking family input to promote consistency between school and home and ensure families are meaningful partners in supporting student success.
32. The school provides regular reports on the progress of implementing best practices for SWD with families, school district staff, and community members.	Fully	Bennett Elementary consistently communicates progress toward implementing best practices for SWD with families, staff, district personnel, and community stakeholders through school meetings, family events, staff activities, and ongoing communication. Principal Smith also shares school progress and inclusive practices with district leadership and fellow administrators, supporting continued collaboration and accountability for improving outcomes for all SWD.
33. The school uses a person-centered planning process for SWD.	Fully	Bennett Elementary consistently uses a person-centered planning approach to ensure the individual strengths, needs, preferences, and goals of SWD guide educational decision-making. IEP teams, families, teachers, related service providers, and other appropriate personnel collaborate to support successful transitions between grade levels and schools while promoting self-determination, independence, and meaningful participation for all SWD.

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.	Fully	Bennett Elementary consistently uses a collaborative team decision-making process to support successful transitions for all SWD between grade levels, schools, and districts while maintaining the least restrictive environment. Administrators, ESE staff, teachers, related service providers, families, and receiving schools collaborate to communicate student needs, share effective supports and services, and ensure continuity as students transition to their next educational setting.
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School BPIE Assessment Priority Indicators

BENNETT ELEMENTARY SCHOOL 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 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.
- Indicator 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.
- Indicator 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.
- Indicator 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.