



Citrus Elementary Annual Evaluation
2025 - 2026 School Year

1. What conclusions have you reached about the fidelity of your PBIS program based on the data from the SAS, TFI and Kelvin Surveys (include multi year comparisons, if applicable)?

Citrus Elementary has shown strong implementation of PBIS at both Tier 1 and Tier 2 levels, with TFI scores in the 81–90% range. This indicates that PBIS practices are being used consistently across the school.

Over time, the school has made clear improvements in key areas such as team processes, behavior expectations, use of data, and Tier 2 supports. Many areas that were previously developing have improved through intentional planning and staff collaboration.

Survey and community feedback showed a need to increase student, family, and community involvement. In response, Citrus has identified this as a focus area and is working to expand opportunities for input through surveys and school events.

Discipline data also reflects positive outcomes. Over 91% of students had 0–1 referrals, while only a small percentage had multiple referrals. This suggests that PBIS systems are effectively supporting most students and reducing behavior concerns.

2. Based on the data, what were the strengths of your PBIS program this year? (Include information from Tiers 1 & 2, if applicable)

One major strength of Citrus Elementary's PBIS program this year was the strong implementation of schoolwide behavioral supports and consistent use of Tier 1 systems. During classroom walkthroughs, staff demonstrated clear expectations, structured routines, active supervision, and effective use of positive reinforcement.

Another strength was the school's use of data to guide decision-making and improve both behavior and academic outcomes. PBIS systems helped increase access to instruction and reduce barriers to learning, especially for targeted student groups. For example, 3rd grade Special Education students improved in iReady Math from 21% to



50% proficiency through consistent supports, reinforcement systems, and proactive interventions.

Citrus also showed strong Tier 2 intervention systems. The Boys' Council successfully supported students' social-emotional and behavioral growth using trauma-informed and relationship-based practices. Of the five students who participated, four (80%) showed positive progress, exceeding PBIS expectations.

Finally, the PBIS team demonstrated a commitment to continuous improvement through ongoing planning, staff collaboration, and refinement of systems related to professional development, discipline practices, and family/community involvement.

3. Based on the data, what actions will you take in the coming school year to improve the fidelity of your PBIS program? (Include information from Tiers 1 & 2, if applicable)

During the upcoming school year, Citrus Elementary will continue strengthening PBIS by increasing family and community involvement, refining Tier 2 supports, and improving equitable practices.

At Tier 1, the team will focus on increasing student, family, and community voice by using surveys and QR codes to gather feedback on school climate and PBIS implementation. An equity lens will continue to guide decision-making to ensure all voices are represented.

The school will also expand support for students with behavioral needs by extending Boys' Council to lower grades, increasing structured recess supports, and collaborating more with the School Resource Officer. Additional efforts include incorporating movement and hands-on learning, strengthening restorative practices, teaching expectations through SEL, and building stronger student connections through mentorship and check-in/check-out systems.

At Tier 2, Citrus will improve staff training on interventions, referral processes, and progress monitoring. The team will also strengthen tracking systems by adding timelines, improving parent communication, including student feedback, and clearly documenting intervention effectiveness.

These actions will help Citrus continue to strengthen PBIS implementation while improving behavioral, social-emotional, and academic outcomes for all students.