

Phoenix Elementary School District
Governing Board
Progress Monitoring Report
Interim Goals 1.1 & 1.2
09-11-2025

ONE TEAM #1 MISSION

EVERY FAMILY CHILD

GOAL 1:

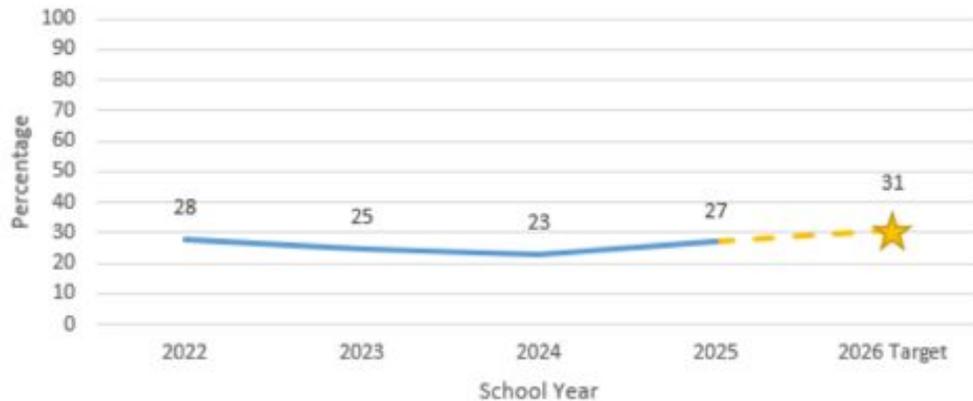
The percentage of 3rd-Grade students with a pass rate on reading as per AASA will increase from 25% on August 2023 to 40% by August 2028.



Governing Board Goal 1

GOAL 1: THE PERCENTAGE OF 3RD-GRADE STUDENTS WITH A PASS RATE ON READING AS PER AASA WILL INCREASE FROM 25% ON AUGUST 2023 TO 40% BY AUGUST 2028.

The percentage of 3rd-Grade students with a pass rate in Reading as per AASA from 2022 - 2025 Plus 2026 Goal



3 rd -Grade Current Cohort Demographic Progress	# of Students	% Passing	2025 Target
African American	40	18%	31%
American Indian	<10	<10	<10
Asian	<10	<10	<10
Pacific Islander	<10	<10	<10
White	32	69%	70%
Hispanic	328	23%	31%
Multiracial	16	56%	60%
ALL 3rd Grade	431	27%	31%

3 rd -Grade Current Cohort Federal Programs Progress	# of Students	% Passing	2025 Target
Exceptional Services	57	5%	10%
Emergent Bilingual	104	7%	11%
Free/Reduced Lunch	351	22%	31%

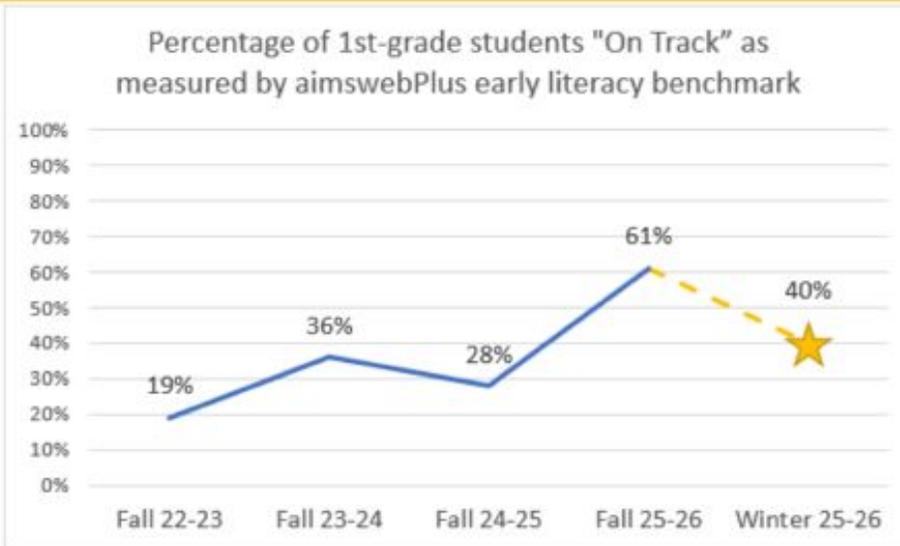
Yearly Target Goals				
2024	2025	2026	2027	2028
23%	27%	31%	35%	40%

PLANS FOR FOCUS:

- STRENGTHEN THE USE OF PROVEN INSTRUCTIONAL PRACTICES, CURRICULUM, AND DATA SO EVERY STUDENT BENEFITS FROM EFFECTIVE TEACHING CYCLES
- EMPHASIZE VOCABULARY ROUTINES, STRUCTURED CLASSROOM DISCUSSIONS, EXPLICIT WRITING INSTRUCTION, AND PRACTICE WITH INFORMATIONAL TEXTS TO BUILD FLUENCY AND COMPREHENSION.
- SUPPORT STUDENTS IN GROWING THEIR READING, WRITING, SPEAKING, AND LISTENING SKILLS TO BUILD OVERALL LANGUAGE PROFICIENCY.

Governing Board Goal 1: Interim Goal 1.1

INTERIM GOAL 1.1: INCREASE THE PERCENTAGE OF 1ST-GRADE STUDENTS IN FOCUS SCHOOLS (BETHUNE AND EDISON) PERFORMING "ON TRACK" IN READING FROM 30% IN WINTER 23-24 TO MORE THAN 39% BY WINTER 25-26 AS MEASURED BY DISTRICT WINTER LITERACY BENCHMARKS.



1 st -Grade Demographic Group Progress	# of Students	Current % On Track	Winter 25-26 Target
African American	19	58%	62%
American Indian	<10	<10	<10
Asian	<10	<10	<10
Pacific Islander	<10	<10	<10
White	<10	<10	<10
Hispanic	98	58%	62%
Multiracial	<10	<10	<10
All 1 st -Grade	135	61%	65%

Exceptional Services (ESS)	15	60%	64%
Emergent Bilingual (EL)	50	48%	52%
Free/Reduced Lunch	117	62%	66%

PLANS FOR FOCUS:

- **STRENGTHEN VOCABULARY AND COMPREHENSION THROUGH STRUCTURED LITERACY PRACTICES ALIGNED WITH THE SCIENCE OF READING.**
- **SET SPECIFIC READING TARGETS FOR EACH STUDENT AND ENSURE CONSISTENT USE OF DISTRICT-APPROVED RESOURCES TO SUPPORT GROWTH.**
- **PROVIDE CONTINUED TRAINING ON THE HMH CURRICULUM TO IMPROVE DAILY INSTRUCTION AND OVERALL STUDENT ACHIEVEMENT.**

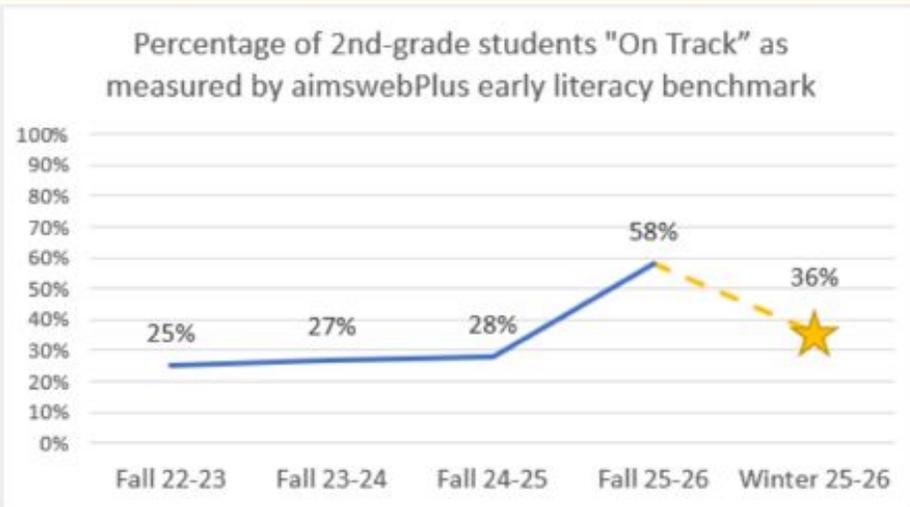
Governing Board Goal 1 Interim Goal
Improved "On Track" Levels By School

INTERIM GOAL 1.1:
GRADE 1 FOCUS SCHOOLS (BETHUNE & EDISON) INCREASE FROM 30% TO 39%+ BY 2026

Percentage of 1 st -Grade Students "On Track" per District Literacy Benchmarks by School				
	# of Students	Grade 1		
		Fall 24-25	Fall 25-26	Winter Target 25-26
Bethune	53	11%	75%	78%
Capitol	38	56%	68%	71%
Edison	82	33%	51%	55%
Emerson	29	26%	48%	52%
Herrera	39	20%	59%	63%
Kenilworth	54	79%	80%	83%
Lowell	25	37%	56%	60%
Magnet	32	67%	69%	72%
Shaw	45	95%	96%	90%+
Whittier	32	50%	75%	78%
District	429	50%	68%	71%

Governing Board Goal 1: Interim Goal 1.2

INCREASE THE PERCENTAGE OF 2ND-GRADE STUDENTS IN FOCUS SCHOOLS (BETHUNE AND EDISON) PERFORMING "ON TRACK" IN READING FROM 26% IN WINTER 23-24 TO MORE THAN 35% BY WINTER 25-26 AS MEASURED BY DISTRICT WINTER LITERACY BENCHMARKS.



2nd-Grade Demographic Group Progress	# of Students	Current % On Track	Winter 25-26 Target
African American	21	62%	66%
American Indian	<10	<10	<10
Asian	<10	<10	<10
Pacific Islander	<10	<10	<10
White	<10	<10	<10
Hispanic	72	60%	64%
Multiracial	<10	<10	<10
ALL 2 nd -Grade	105	58%	62%

Exceptional Services (ESS)	17	53%	57%
Emergent Bilingual (EL)	38	42%	46%
Free/Reduced Lunch	97	57%	61%

PLANS FOR FOCUS:

- **STRENGTHEN DAILY READING ROUTINES AND STRATEGIES SO STUDENTS BUILD STRONGER VOCABULARIES AND IMPROVE COMPREHENSION.**
- **LITERACY COACHES WORK WITH TEACHERS IN FOCUS SCHOOLS TO ENHANCE CORE READING INSTRUCTION BY IMPROVING PLANNING AND UTILIZING STUDENT DATA EFFECTIVELY.**
- **PROVIDE PROFESSIONAL DEVELOPMENT FOR K-3 STAFF THAT ALIGNS WITH BOTH THE SCIENCE OF READING AND STRATEGIES FOR SUPPORTING ENGLISH LEARNERS.**

PROGRESS MONITORING
SEPTEMBER 11, 2025



Governing Board Goal 1 Interim Goal
Improved "On Track" Levels By School

INTERIM GOAL 1.2:
GRADE 2 FOCUS SCHOOLS (BETHUNE & EDISON) INCREASE FROM 26% TO 35%+ BY 2026

Percentage of 2nd-Grade Students "On Track" per District Literacy Benchmarks by School				
	# of Students	Grade 2		
		Fall 24-25	Fall 25-26	Winter Target 25-26
Bethune	37	24%	51%	55%
Capitol	50	39%	52%	56%
Edison	68	27%	62%	66%
Emerson	32	48%	38%	45%
Herrera	41	30%	61%	65%
Kenilworth	60	42%	63%	67%
Lowell	26	20%	54%	58%
Magnet	47	57%	68%	72%
Shaw	55	91%	100%	90%+
Whittier	40	39%	60%	64%
District	456	40%	63%	67%



Governing Board Goal 1 Interim Goals
Overview

INTERIM GOALS 1.1 AND 1.2:
WHAT IS WORKING? WHAT NEEDS MORE ATTENTION?

What is Working?

Strong Reading Foundations: Teachers give students direct, focused practice on the basics of reading so every child builds the skills needed to decode words and understand what they read.

Time Well Spent: Classrooms follow a clear model that makes sure students get the required reading time, along with extra support for those who need it.

Ongoing Teacher Growth: Teachers receive regular training to strengthen their skills in helping students with both word reading and comprehension.

What Needs More Attention?

Consistency Across Classrooms: We need to ensure literacy skills are taught the same way in both reading and other subjects like social studies, so students get a clear, connected learning experience.

Stronger Lesson Planning: Teachers benefit from more support in using grade-level standards and district resources to plan lessons that build reading skills step by step.

Closer Monitoring and Feedback: We can improve how we check in on early reading instruction (K–3) and provide teachers with feedback to strengthen their practice.

Thank you!

