CREIGHTON SCHOOL DISTRICT

THE CREIGHTON ACADEMY

ASSOCIATION FOR LEARNING ENVIRONMENTS | 2022 MACCONNELL AWARD

2022 MACCONNELL AWARDS

EXECUTIVE SUMMARY

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THE CREIGHTON ACADEMY

ADVENTUROUS THINKING, ADVENTUROUS LEARNERS

The Creighton Elementary School District sought to elevate a historic school in Phoenix and to rebuild their campus, their vision of Creighton learners, and the educational delivery model. To align with this vision, our team collaborated with stakeholders including Skip Creighton, whose family was the namesake for the school, staff, students and community members. The items below are District values and guidelines that were shared with the Design Team to guide our process.

OUR VISION: AN IDEAL TO STRIVE TOWARDS

Creighton neighborhood schools inspire adventurous thinkers, collaborative learners, and kind heart leaders. Profile of a Creighton Student, upon promotion, a Creighton Eighth Grader is:

AN ADVENTUROUS THINKER WHO IS:	A COLLABORATIVE LEARNER WHO POSSESSES:	A KIND-HEARTED LEADER WHO SHOWS:
• Sharp, ambitious, and intrinsically motivated • Thoughtfully reflective about ideas and relationships • Adept at problem solving, critical thinking, and making connections • Curious, creative, and experiences the world with a sense of wonder	• Physical and social-emotional wellbeing • Strong life skills and habits of mind • Cultural awareness • Effective communication skills	• Caring and generosity • Confident self-advocacy • Focus on reaching goals • Commitment to community service

OUR MISSION: HOW WE WORK TO ACHIEVE OUR VISION

We work together to provide a caring and personal learning experience that teaches each child to think, create, and lead.

GOALS

1. Adventurous Learning: Provide innovative, creative, and relevant learning experiences.
2. Health and Wellness: Ensure safety and inspire health and wellness in our schools and community.
3. Community Impact: Promote the value of the Creighton community and the unique contribution of each neighborhood school.
4. Communication: Cultivate a sense of belonging and influence with our communities through the open exchange of ideas and information.
5. Stewardship: Maximize and invest resources to achieve the strategic plan

Our team's planning process integrated the District vision and sought to manifest an environment that would support the profile of a student. After one year of in-person learning post pandemic, the success of the project vision and environment on the students was apparent at visits to the school by Superintendent Dr. Donna Lewis. She observed and was met with curiosity by several students who introduced themselves and were prepared to teach her how to use the new school spaces and how they navigated their day as independent learners. These students honor the intention of the space and are co-creators of their experiences.

We would like to note that the Principal Architect for this project passed away at a young age, days before this award application. We honor his passion for educational design in this submission.

A member of the design team, Skip Creighton, was an advocate for maintaining the traditional school. After the planning process, he was so moved he became the chief advocate that presented to the District board in favor of the new design.

SCOPE OF WORK AND BUDGET

- **LOCATION:** Phoenix, AZ
- **TOTAL ACRES:**17.67 Acres
- **TOTAL SF OF NEW CONSTRUCTION:** 80 831SF
- **TOTAL SF OF RENOVATION:** 22,193 SF – Gymnasium renovation and support areas
- **TOTAL SF OF COMMUNITY PARTNER (HEAD-START):** 6700 SF
- **STUDENT CAPACITY:** 900
- **GRADES:** Pre-K - 8
- **OCCUPANCY DATE:** August 2020
- **TOTAL COST (BUILDING AND SITE):** $18,999,983

Project Timeline

COVID-19 PANDEMIC

2017

November 9
Workshop #1; Learning Context

November 11
Interviews/ Research

November 13
Workshop #2; Learning Process

November 20
Site Tour

December 4
Tour Report Out + Virtual Tours

December 11
Workshop #3; Learning Organization

December 14
Take-home Surveys

December 18
Workshop #4; Charrette

2018

February 9
Educational Specifications

April 6
SD Complete

April 9
Board Presentation/ Approval

June 11
DD Comp.

October 15
CDs to Permit

2019

February
Construction Start

2020

March 6
Construction Complete

May
District Staff Onboarding Training

August
Online Learning

2021

August
In Person Learning

SCHOOL AND COMMUNITY ENGAGEMENT

HISTORY AND STAKEHOLDERS

ORGANIZED IN APRIL 1884

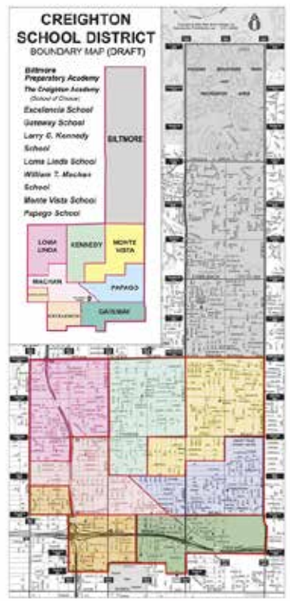
Creighton school was organized in April of 1884 as East Phoenix School District #14. The present location of The Creighton Academy, 2808 East McDowell, is approximately the same site established at the original location on the dirt roadway to Fort McDowell, the Army Outpost. The school on site had served the community for many years and had outlived its anticipated lifespan. At the start of planning, the condition of the historic school was so deteriorated that even the water was undrinkable due to the condition of the water lines. A significant renovation project was past due for this school and community.

The land for The Creighton Academy was donated by the Creighton Family, historic owners of orchards on this site before the city of Phoenix expanded. One of the members of the family names sake, Skip Creighton, the great grandson of the family, participated in the preservation of the historical aspects incorporated in the programming phase of this project. In addition to the Creighton Family, the process of transformation included a number of community members, staff, district staff and students.

COMMUNITY OF THE CREIGHTON ACADEMY AND CHALLENGES:

The community within the Creighton School District includes a wide variety of families from all backgrounds and family income levels. Prior to the start of this school replacement, the District designed buildings with a focus on traditional education delivered in a familiar format to many schools. In the environment of students today, new challenges are faced by schools in an ever evolving global community to prepare students for their future. The Creighton School District Administration, when faced with the renewal of their schools, have engaged in a deliberate, curated vision of opportunity for all students within their district. **The Creighton Academy (TCA)** is the first District school to push boundaries of traditionally delivered education within their community and create a ‘school of choice’ in their district.

The Creighton Academy community is defined by unique city features. There are views of mountains, including **Camelback Mountain, two major freeways on the west and south as well as close proximity to both downtown and the affluent Arcadia and Biltmore communities**. In addition to the history of the school, two specific needs of this community were challenges and a focus of planning for the site and programming of the replacement school - dual language and walkability. These two challenges were derived from the understanding that in this community are many families who are Hispanic, and many are families who are less affluent with limited access to transportation options. Each challenge was resolved with great opportunity to the school, students and community.



COMMUNITY ACCESS

Walkability and access for the community was resolved through understanding the current state, defining the future state, and then planning the resolution through stakeholder and design team input. The current state analysis identified that many students who walk to school were required to walk along a significant arterial, McDowell Road, to access the school. A safer path for access was sought for the students of this community to access the school site.

The planning identified an opportunity to “reverse” the site orientation to face onto the canal and path systems formerly behind the school site. The new concept orients the school buildings toward the canal and the planning included pathways that connected to the canal-scape system. The final plan resulted in a request to the City of Phoenix to construct a bridge over the canal, connecting the north part of the community. The request was honored at the end and construction is starting soon.

Challenges with language barriers were met with opportunities to provide bilingual way-findings in many areas of the school. This can be seen in the school signage, and language as well as ensuring that staff and curriculum meets the needs of all students.

FORMER SITE PLAN

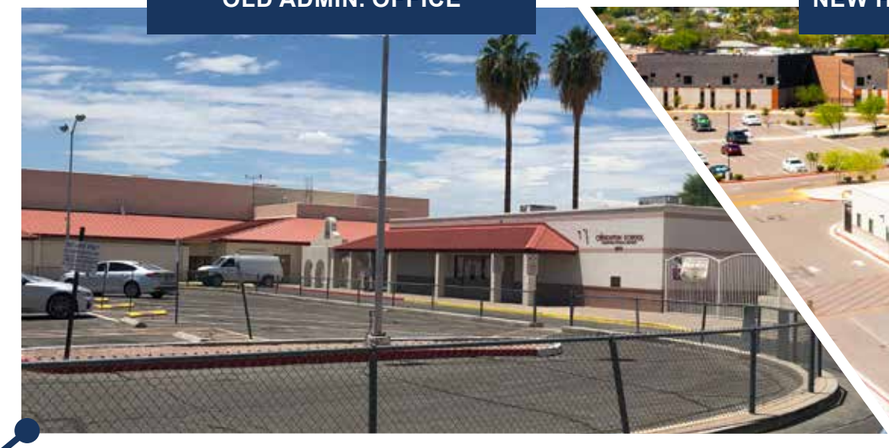
THE CREIGHTON ACADEMY - CANAL RENDERING

AVAILABLE ASSETS

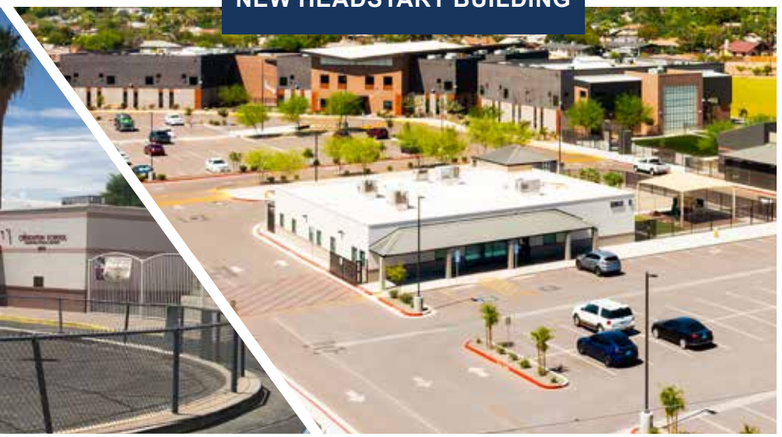
Our greatest assets are our people on any project and this undertaking was no exception. Our stakeholder engagement was maintained through a community driven design and planning team that extended throughout the process. The committee included community members, districts and school staff, students, and legacy partnership with Skip Creighton.

In addition to the design team and district leadership, the school had assets we were able to leverage to maintain the focus of the new school, optimize our costs, and provide opportunities for community partnerships. Specifically, the existing gymnasium was maintained and renovated. The physical education concept included the traditional use of a gymnasium for inclement weather and gym required activities. We were also able to expand on the definition of physical movement, typically housed in the gymnasium and play fields into the planning of spaces within the new school neighborhoods.

OLD ADMIN. OFFICE



NEW HEADSTART BUILDING



CONSTRUCTION PROGRESS PHOTO

AZHSA
Arizona Head Start Association

An additional space on site allowed for a partnership opportunity to thrive and support both the school and the community needs. The Arizona Head start program was able to be accommodated in the former administration building on the site. Co-locating this program at the school site supports this community by keeping families together. The partnership enhances the options available for families here and strengthens the community through advocacy and collaboration.

OLD GYM

REFURBISHED GYM

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EDUCATIONAL ENVIRONMENT

EDUCATIONAL ENVIRONMENT

VISION AND GOALS

IT STARTS WITH DISTRICT LEADERSHIP

The district vision was the catalyst for The Creighton Academy (TCA) transformation. Prior to engagement with the architect and planning team, the district had developed and adopted a new vision for their students. The district vision developed includes “Our beliefs, vision and mission” that guided the work of the school planning and programming. The vision (*figure 1*) on “tents” that were at every table during the programming and planning for The Creighton Academy.

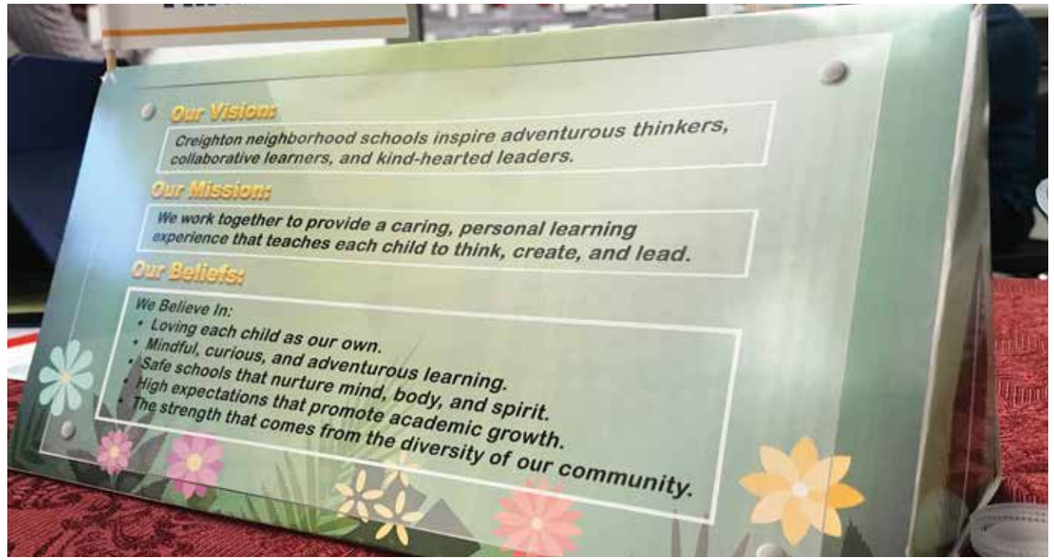


Figure 1 – The Vision

PROCESS AND WORK PLAN

To create the educational specifications for the new Creighton Academy, the integrated team worked through several months to gather data and listen. This phase included meetings, tours and workshops to determine the needs of the stakeholders and to gain an understanding of the elements that would be needed to support The Creighton Academy vision and the type of student envisioned by the School District.

Definition of the new school spaces - what should the new learning environments look like - evolved through a targeted effort of information gathering and exploration. The team asked, “What are the changes we can bring to TCA that will support a successful student who embodies the profile of a Creighton Student?”

AN ADVENTUROUS THINKER | **A COLLABORATIVE LEARNER** | **A KIND HEARTED LEADER**

The process *(figure 2)* indicates that each step included workshops combined with a research and integration component.
The four workshops are focused on:

01 **LEARNING CONTEXT** - Define the unique assets, opportunities, challenges, and aspirations. This step included tours - both in person and virtual.

02 **LEARNING PROCESS -** Focusing on linking content, method and assessment to the desired learning product or outcome. Define what curriculum, instruction and assessment should be in the future.

03 **LEARNING ORGANIZATION -** Define the optimum organization of students (groupings, grade levels, learning levels), subjects, time and settings.

04 **LEARNING ENVIRONMENT -** Focusing on information gathered from the learning context, process and organization workshops, describe facilities, technology and equipment that would support these in the school environment.

Figure 2 – The Workshop Process

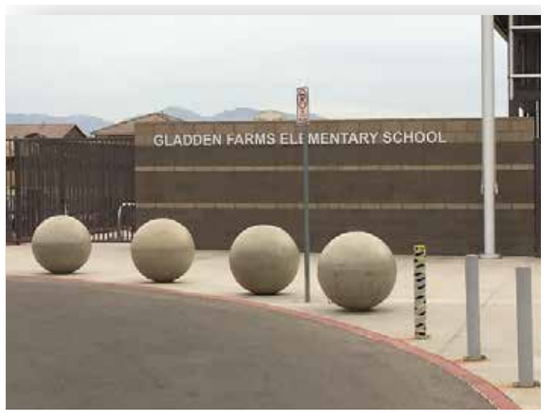
LEARNING CONTEXT

The initial workshop of the planning process included two parts. Part one, a description and “map” of the planning process as well as a explanation of the mission, vision and beliefs of the district. This overview set the stage for part two, a presentation about learning trends and an inquiry exercise that followed. The focus of the workshop was the potential to rethink educational environments to empower learners, setting the stage for a shift from traditional to a Constructivist model for learning. Through analysis of the current context, the group identified the most prominent items and voted collectively for the top concepts of a new learning context (*figure 3*).

Pictured above is the Swear Jar. Design team participants had to contribute for calling learning labs "classrooms".

Diversity of teaching and Space Resources	**Program Offerings and Content**	**Culture**
Site and Traffic	**Community Involvement**	**Athletics/Arts/Multi-use Space**

Figure 3 – Top Concepts for a new learning context



Pictures Presented in Section

Activity Area Requirements, represent the examples of various areas as shared with the committee. Additionally, team members toured three peer facilities in Arizona, representing three different approaches to collaborative learning environments and observed how each functions

Figure 4 – Multiple Facilities

TOURS

The educational specifications committee toured local schools in person and other schools around the country, virtually. The team used a visual survey rubric to categorize and qualify preferred visual elements. An example (figure 4) is designed to foster the committee’s feedback by using pictures as a communication tool. Members are asked to give feedback (both positive and negative) about the photos. The responses helped our design team to garner information about aesthetics and the organizational patterns desired. This information was collected to serve as inspiration and focus for the learning environment workshops to develop and test concepts, develop major design elements and establish functional relationships.

Several weeks were spent exploring multiple facilities in ensuring each could be understood pedagogically as well as determine how space supported and enabled the curriculum. The following design charrettes allowed the team to test ideas, fine tune concepts, and develop iterative design options using colorful foam cubes to signify major program elements. In small group breakouts, clarity was added to the program aspirations of the neighborhood and learning lab concepts, both significant elements that would become cornerstones of the design solution. With these cornerstones defined, multiple scenarios were developed and tested against the guiding principles.

LEARNING PROCESS

At Workshop 2, Learning Process, considering the district vision and the Profile of a Creighton Student, the group was tasked with identifying characteristics, learning styles and resources needed for each learner type: **An Adventurous Thinker, Collaborative Learner, Kind-Hearted Leader** (figure 5).

CURRICULUM	INSTRUCTION	ASSESSMENT
Provide variety based on Interest, be thematic, and student-led	Be project-based and incorporate small, differentiated experiment design	Demonstrate the application of learning and Incorporate a student Archive of Achievements
Provide and integrated framework for learning	Be guided by highly trained teachers/,mentors	Include a variety of Assessments (self, peer, teacher)
Provide freedom and allow all students to pursue all subjects	Allow students to develop the tools to continually self-assess and improve learning output	Demonstrate learning alignment with goals
	Allow students to progress by learning level	
	Serve the needs of students	
	Adjust to the changing needs of students' learning	

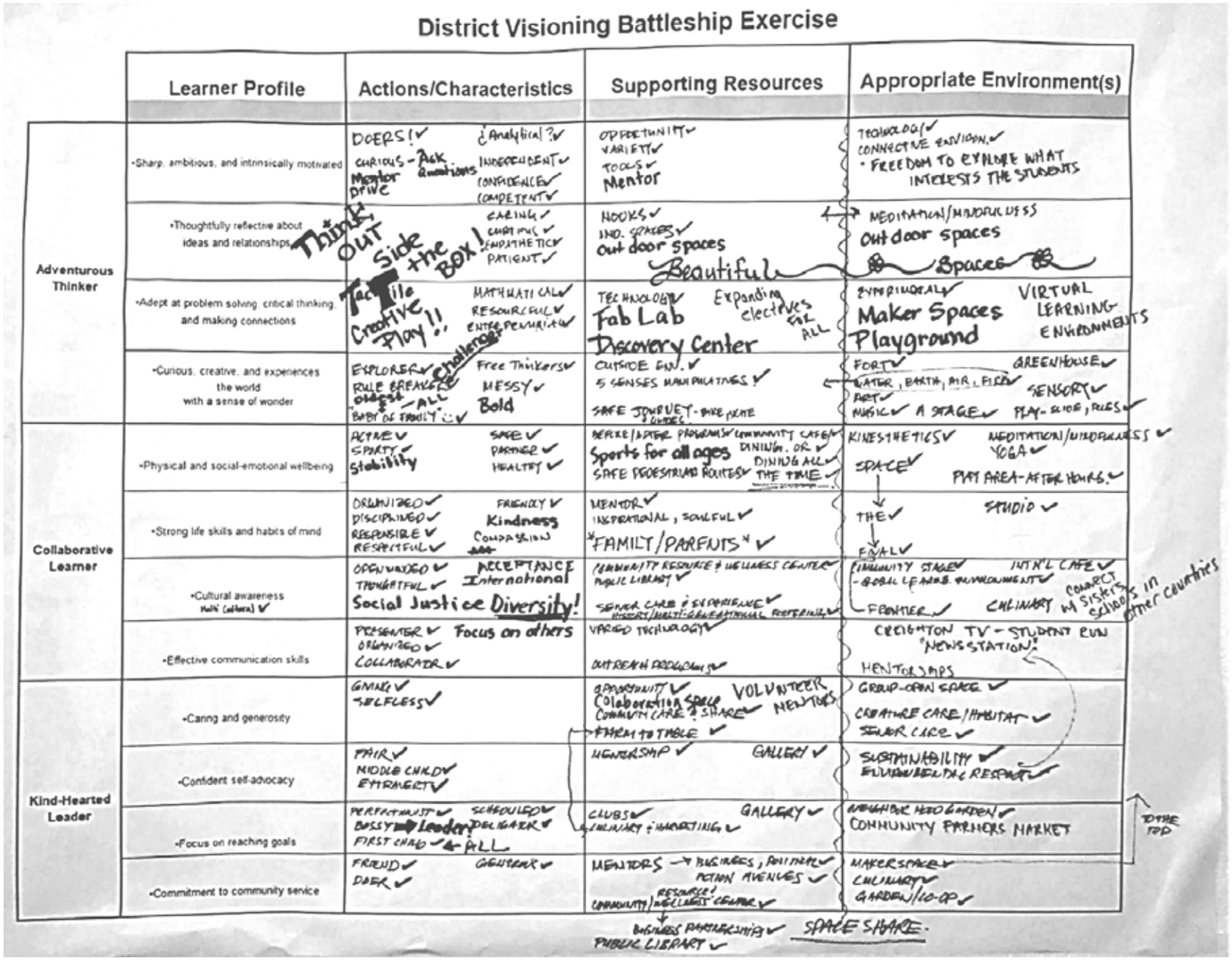


Figure 5 – Group listed characteristics, learning styles and required resources

TOP RESOURCES AND ENVIRONMENTS NEEDED FOR LEARNERS

Developed by team in Workshop 2

- FABRICATION LAB/MAKER SPACE - COLLABORATION ENVIRONMENTS
- YOUNG CHEFS CAFE/ INTERNATIONAL CAFE - CULINARY
- MUSIC, DRAMA AND FINE ARTS - GALLERY SPACE
- PARENT/COMMUNITY/MENTOR/VOLUNTEER SPACE
- (STEAM) - DISCOVERY CENTER
- OUTDOOR SPACE - SUSTAINABILITY, GREENHOUSE, GARDEN
- SPORT/COMMUNITY FIELD-AFTER HOURS PLAY AREA
- WELLNESS/COMMUNITY WELLNESS CENTER
- SAFETY

LEARNING ORGANIZATION

At Workshop 3, Learning Organization, the group discussed the ways in which we can cluster students, subjects, time and environments. Many types of learning environments are shared with the group and ideas are openly discussed such as project-based learning, STEM subjects, grade-level groupings and other options.

	ADVENTUROUS LEARNING	HEALTH & WELLNESS	COMMUNITY IMPACT	COMMUNICATION	STEWARDSHIP
STUDENTS	Limitless Boundaries	Promote healthy lifestyles	Engaging with community Mentor	Student projects Guest Speakers	Lifeskills (hard work, business, etc.)
TIME	Flexibility in Scheduling	Lifestyle Balance	Special activities should happen more often throughout the year		
SUBJECTS	Narrower and deeper understanding of subjects instead of wide and shallow Integrated instruction	Sports		Soft Skills (e.g. collaboration, transparency, public speaking, problem solving, critical thinking, healthy, empathetic debate, etc.)	
SETTINGS	Inside and outside and in the hall In a nook with a book in a loft on a rug 1. Mastercraft studio 2. Sensory Areas	Kitchen	Community building projects Ongoing community engagement on/off campus	Virtual Classroom Presentation spaces Digital student portfolios	Virtual Classroom Presentation spaces

LEARNING ENVIRONMENT

At Workshop 4, Learning Environment, the planning team began to express functional spatial relationships by using manipulatives. Foam blocks were used as a tool to assist the committee to quickly communicate ideas regarding facilities to each other and to the design team. Non-professionals quickly grasped the concepts and communicated ideas to the group as a whole. All ideas are cataloged as part of the overall facility planning process. Creighton School District students assisted with the exercise. The final concepts were tested against the “Big Ideas” through the schematic design phase until a single concept prevailed.

Through the development of learning context, process, organization, and environment, **6 “BIG IDEAS”** were identified. The **“BIG IDEAS”** are the key concepts that support the district mission, vision and values. The ideas guided the physical concepts, including the architectural design, building systems and site considerations.

This is not an adult driven place; the biggest success of the school is that TCA is child and community owned - the children are co-creating the learning community here.

Dr. Donna Lewis, Superintendent






BIG IDEAS

1 **Student Learning should be student-driven.** Subjects, time and settings should support student interests and learning spaces.

2 "Teachers as mentors" should support students' **experiment-based, goal-driven learning.**

3 Opportunities for **community mentors and multi-cultural learning** should be maximized.

4 Students should cultivate a technology-based **Archive of Achievements** that can be carried into higher levels of learning.

5 **Learning Environment should be cutting edge,** incorporating flexible seating, adaptable settings in order to improve and maximize student choices for learning.

6 Good **health/wellness life choices and opportunities** should be modeled at Creighton School District.

USING THE BIG IDEAS

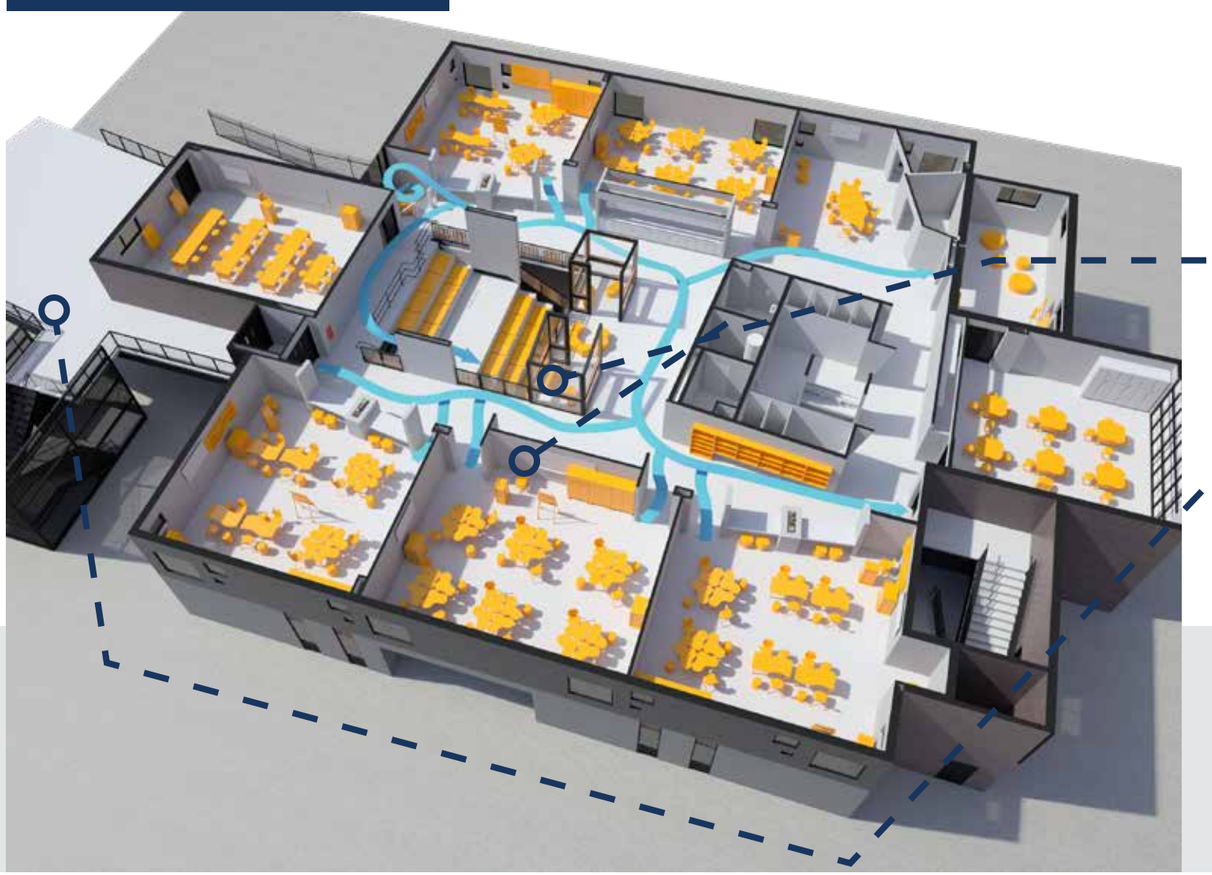
NEIGHBORHOOD CONCEPTS

As concepts were tested and diagrammed, the neighborhoods were developed to support the 6 big ideas. Each building needed to include the top resources and environments needed for learners developed in workshop 2, as well as provide for each of the learner profiles for The Creighton Academy.

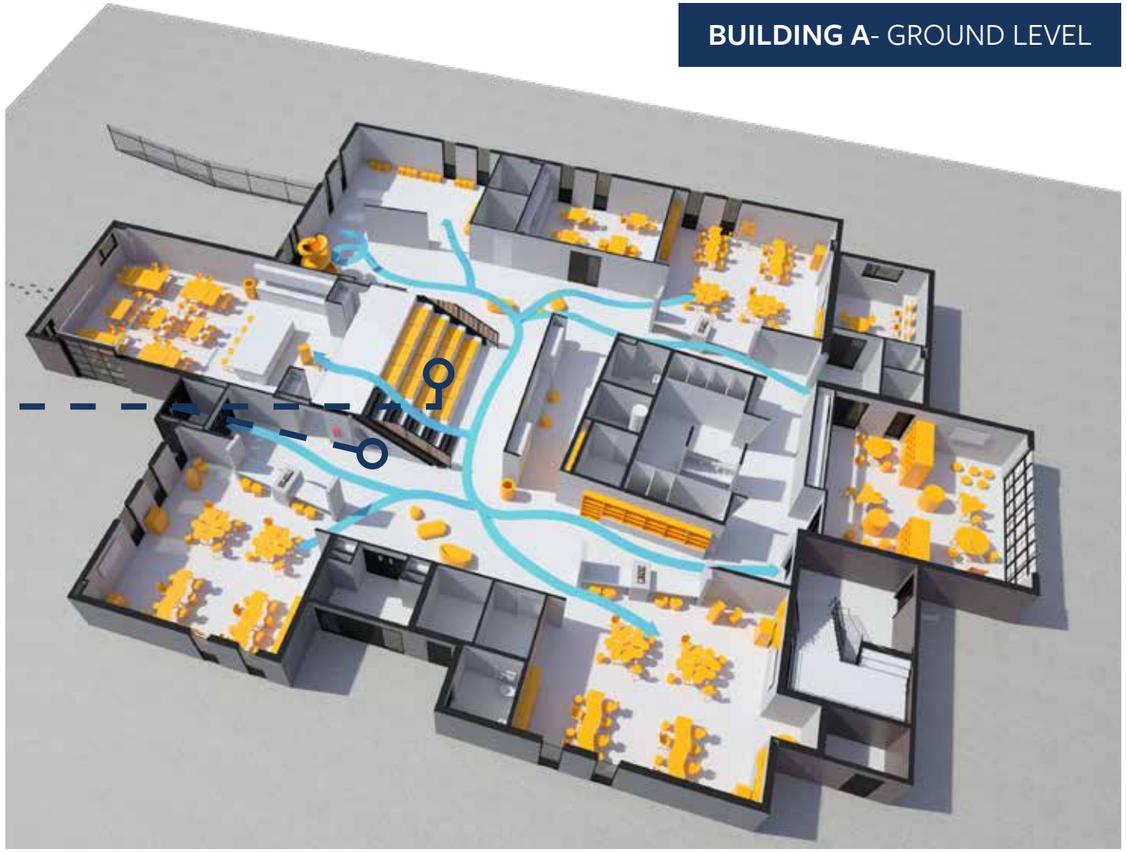
COLLABORATION STAIRS | 1 2 3 5

Features like the collaboration stair encourage student lead presentations, community and multi-age learning in a large group and unique environment. This flexible options to support project based learning opportunity encourages student leadership, and collaboration at the heart of the neighborhood. As a trendy feature, the space around the stairs became a focus for the design team to ensure that the stairs created new opportunities for learning.

BUILDING A- UPPER LEVEL



BUILDING A- GROUND LEVEL

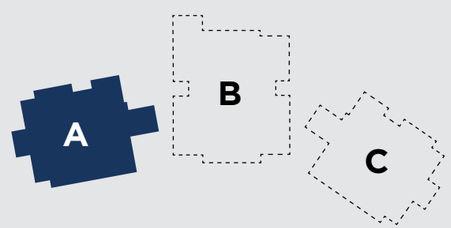


1 5 | STUDY + REFLECTION

Student driven learning, incorporating flexible options that allow students to determine their best places and spaces to support their learning and interest. The Nest allows for individual time in a location to view their surroundings and was one of the areas around the stairs that the team looked to create around them.

1 2 5 6 | SOCIAL PORCH – OUTDOOR LEARNING

Concepts developed from the learning environments workshop oriented the neighborhood to connect and access outdoor views and spaces, enhances opportunities for students to connect to their peers, engage in projects beyond the labs.



THE CENTRAL BUILDING

The central building concept provided resource spaces to create the school community hub. Big Ideas in this part of the school supported the communal needs of a large group of learners and the broader context of the community beyond the school site.

RESOURCES HUB, STUDY, REFLECTION + MEDIA CENTER | 3 4

Access to the media center occurs at the secure lobby to allow community access and encourages opportunities for mentorship. Early diagrams facilitated community connectivity at this location as well as on the canal side.

KITCHEN, SOCIAL PORCH | 3 5 6

Integral healthy student nourishment combined with social engagement are centrally located in the conceptual designs. Students are encouraged to start their day at breakfast as parents walk their students onto campus. Family and friends can gather on the social porch adjacent to the cafeteria.

BUILDING B- GROUND LEVEL

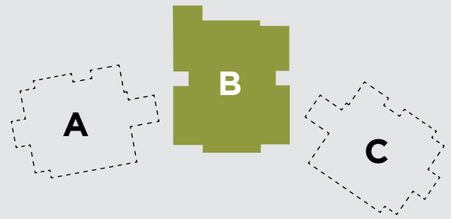
BUILDING C- UPPER LEVEL

SOCIAL PORCH – OUTDOOR LEARNING | 1 2 5 6

Concepts developed from the learning environments workshop oriented the neighborhoods to connect and access outdoor views and spaces. Enhanced opportunities for students to connect to their peers and engage in projects beyond the labs are found here.

COLLABORATION SPACE | 1 2 5

Large group collaboration spaces were crafted to support project base learning, teacher and learner led engagement and allow students to develop their learning and achieve goals at their own pace.



Exploration of learning labs, hands on maker spaces, and communication stairs form the core of indoor learning spaces in the neighborhood concepts. The large group areas are connected to flexible spaces that incorporate discovery and outdoor environments within the indoor environments. In addition, a variety of learning styles are embodied in the study areas that allow for quiet reflection or small collaborative work and are within reach and view of neighboring learning labs and studios. Students can seek the environment that supports their learning and helps them to achieve their goals. Teachers can also choose the right environment for instruction or project work. The early concepts considered the instructional spaces as well as the supports spaces and included teacher resource areas and restrooms. Placement and consideration of type was part of design with team.

RESOURCE SUPPORT | 2 4

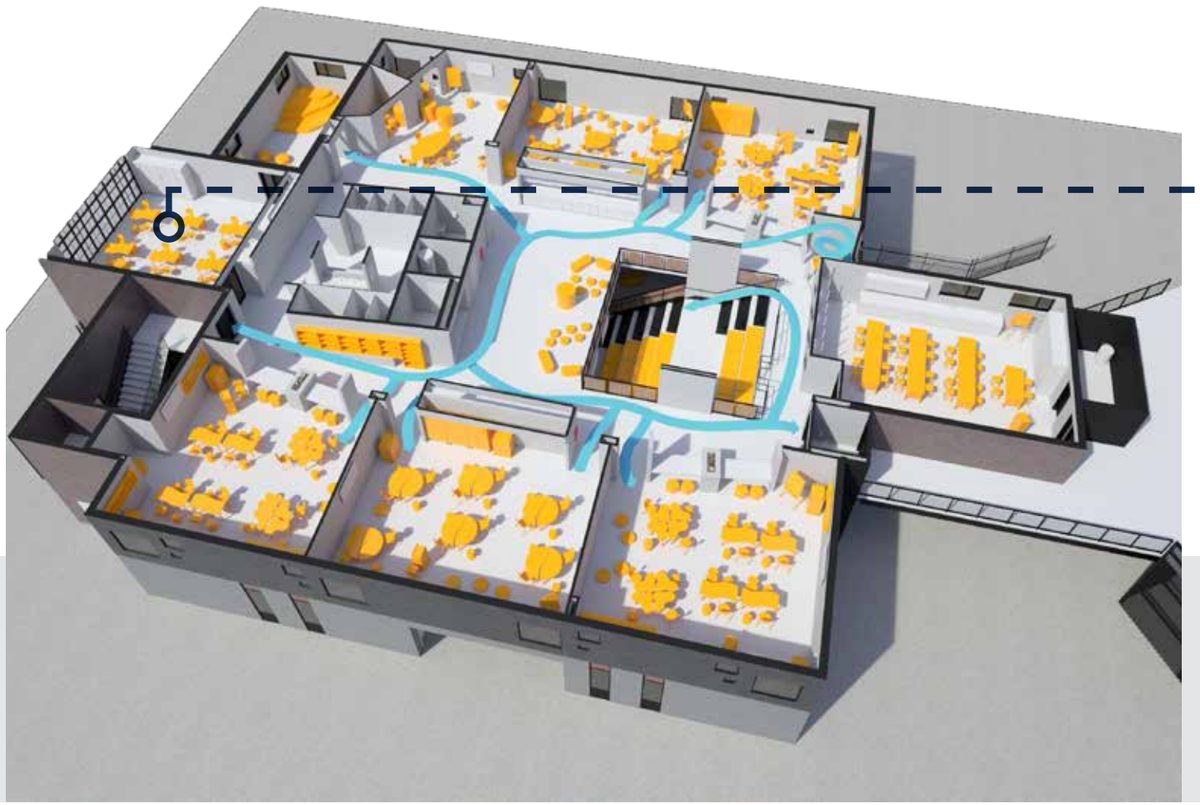
Teachers in the TCA environment will be supported through access to needed tools, display boards, white boards, resource materials and robust technology access. Areas have been designed to facilitate professional development, staff collaboration and itinerant office space.

GENDER NEUTRAL | 6

Restrooms types were part of the concept of the school in early design. Good health and wellness extends into opportunities for all and supports kind hearted leaders who welcome diversity in our communities.

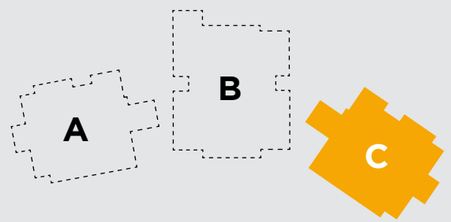
BUILDING C- GROUND LEVEL

BUILDING C- UPPER LEVEL



STEM + MESSY LABS | 1 2 5

Multipurpose, hands on lab areas are planned to integrate science, technology engineering and math projects. Activities are anticipated to be wet, dry, long-term, short term and will be infused with technology.



2022 MACCONNELL AWARDS

PHYSICAL ENVIRONMENT

PHYSICAL ENVIRONMENT

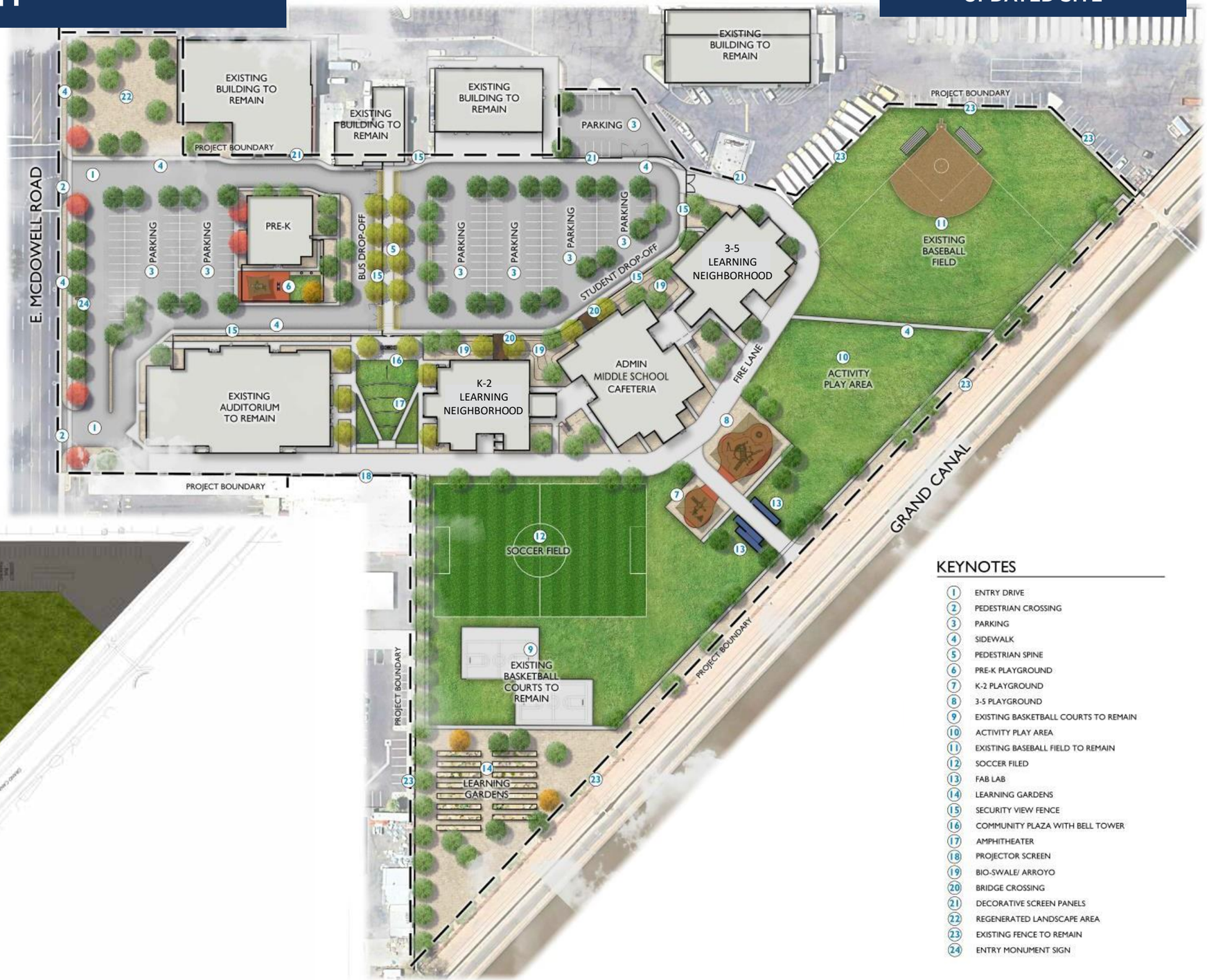
CONTEXT AND COMMUNITY

DESIGN DEVELOPMENT

The site concept evolved from the planning context priorities and challenges and fostered the community support that is needed in the Creighton District. The final campus configuration establishes the canal side of the site as the community front. The three new buildings are organized to contain the park like setting to the canal and surrounding neighborhood. In addition to the buildings being constructed further from the street, and with traffic separated for busses and drop off, site safety and traffic flow were dramatically improved. Student walking access has been re-oriented to the canal and allows students to flow into the site through the neighborhood, rather than street side. A prominent community gate is placed at the access point from the canal that reflects the history and significance of the site, its place in the history of the valley.

PREVIOUS SITE

UPDATED SITE



KEYNOTES

1. ENTRY DRIVE
2. PEDESTRIAN CROSSING
3. PARKING
4. SIDEWALK
5. PEDESTRIAN SPINE
6. PRE-K PLAYGROUND
7. K-2 PLAYGROUND
8. 3-5 PLAYGROUND
9. EXISTING BASKETBALL COURTS TO REMAIN
10. ACTIVITY PLAY AREA
11. EXISTING BASEBALL FIELD TO REMAIN
12. SOCCER FILED
13. FAB LAB
14. LEARNING GARDENS
15. SECURITY VIEW FENCE
16. COMMUNITY PLAZA WITH BELL TOWER
17. AMPHITHEATER
18. PROJECTOR SCREEN
19. BIO-SWALE/ ARROYO
20. BRIDGE CROSSING
21. DECORATIVE SCREEN PANELS
22. REGENERATED LANDSCAPE AREA
23. EXISTING FENCE TO REMAIN
24. ENTRY MONUMENT SIGN

SITE DESIGN OVERVIEW

The design of the site responds and connects to the community with a pedestrian connection on the interior canal pathway system on the East and a vehicle-centered entry on the West. The canal entry is significantly used successfully by students and parents attending TCA. This face of the school is considered the community front with the secondary entry the West side.

The transportation flow of the west entry puts student and visitor safety at the forefront with a focus on separation of parent and visitor traffic from bus traffic. This includes dedicated entrances for district buses and private vehicles, utilizing independent, supervised cueing lanes for student drop-off, along with parking areas for parent, staff and visitors.

The 17.6 acre site plays host to middle school level athletic facilities that service baseball, softball, and soccer events and enables community partnerships with local youth and adult groups needing athletic field rental opportunities. In addition to team sports, secured outdoor courtyard spaces service the students with ample covered dining, a community park and outdoor basketball courts.

There are three separate buildings, the central administration and media building with 6-8 learning neighborhood housed on the second floor. Flanking the administration building are the K-2 learning neighborhood and the 3-5 learning neighborhood. The admin and media center building is connected to the learning neighborhoods by a linear outdoor mall visually and physically through pedestrian circulation. Between the existing gymnasium and the K-2 learning neighborhood is an outdoor amphitheater that can be used by both the school and the adjacent community after hours.

Environmentally responsive, active outdoor spaces will attract and promote an active learning environment for the students.

LINKING THE CONCEPTS

Adventurous thinkers are supported through the quality of the learning spaces, envisioning the two story learning pods as canyons and reflects the school as a journey that mimics a hike through a canyon. Deep wells of space form the heart of each building and are lighted with high windows on the canyon walls. Within the space a variety of experiences that have been identified as varied learner spaces also form part of the canyon experience and provide ‘tiny does of danger’ and play integration for the students. Students can experience the elevated perch and the slide from top of canyon to bottom. The journey incorporates nourishment at the spring and the overall journey is supplied with natural materials integrated with Arizona geode graphics.

GROUND LEVEL TRAIL

Geode - Arizona Turquoise

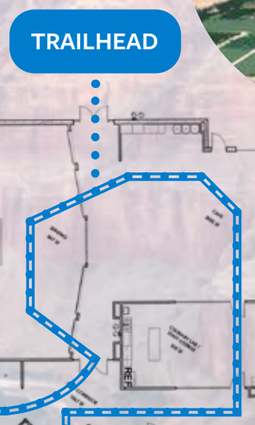
The Spring

The Orchard

The Basin

Geode – Arizona Pyrite

TRAILHEAD



CONTINUE TO UPPER LEVEL

EXIT

FROM UPPER LEVEL

The Butte

TRAILHEAD

Creighton Canyon Trailhead

UPPER LEVEL TRAIL


The Nest


The Plateau


The Perch

FROM LOWER LEVEL

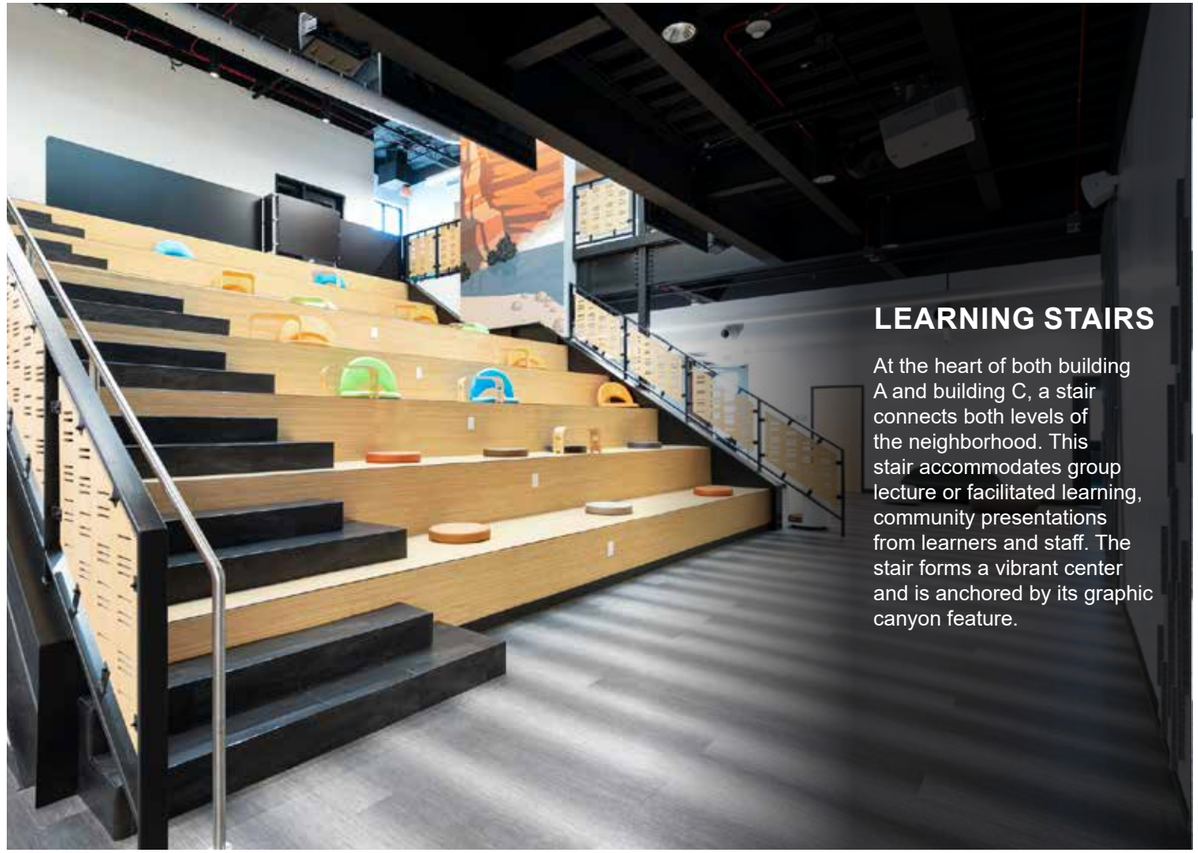

The Falls


The Ravine


Geode – Arizona Peridot

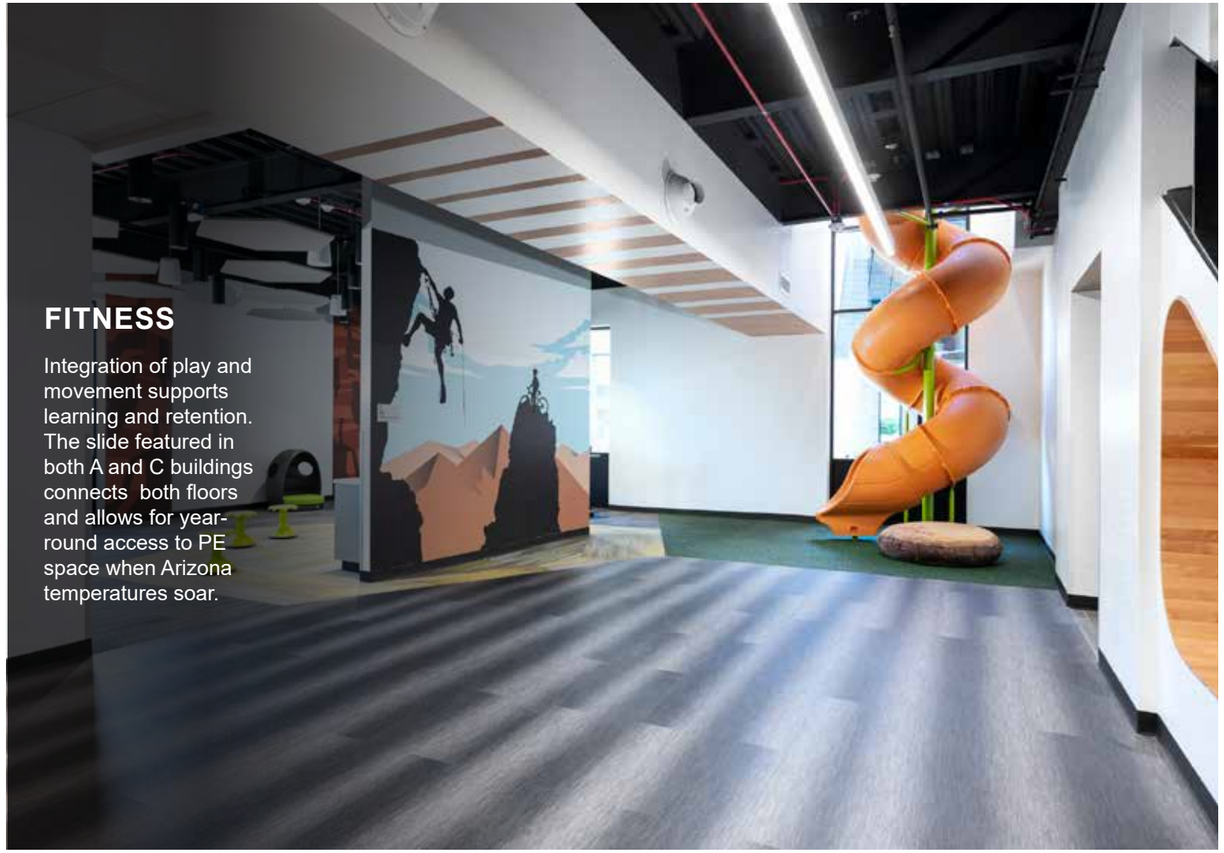

The Meadow

CONTINUE TO LOWER LEVEL



LEARNING STAIRS

At the heart of both building A and building C, a stair connects both levels of the neighborhood. This stair accommodates group lecture or facilitated learning, community presentations from learners and staff. The stair forms a vibrant center and is anchored by its graphic canyon feature.



FITNESS

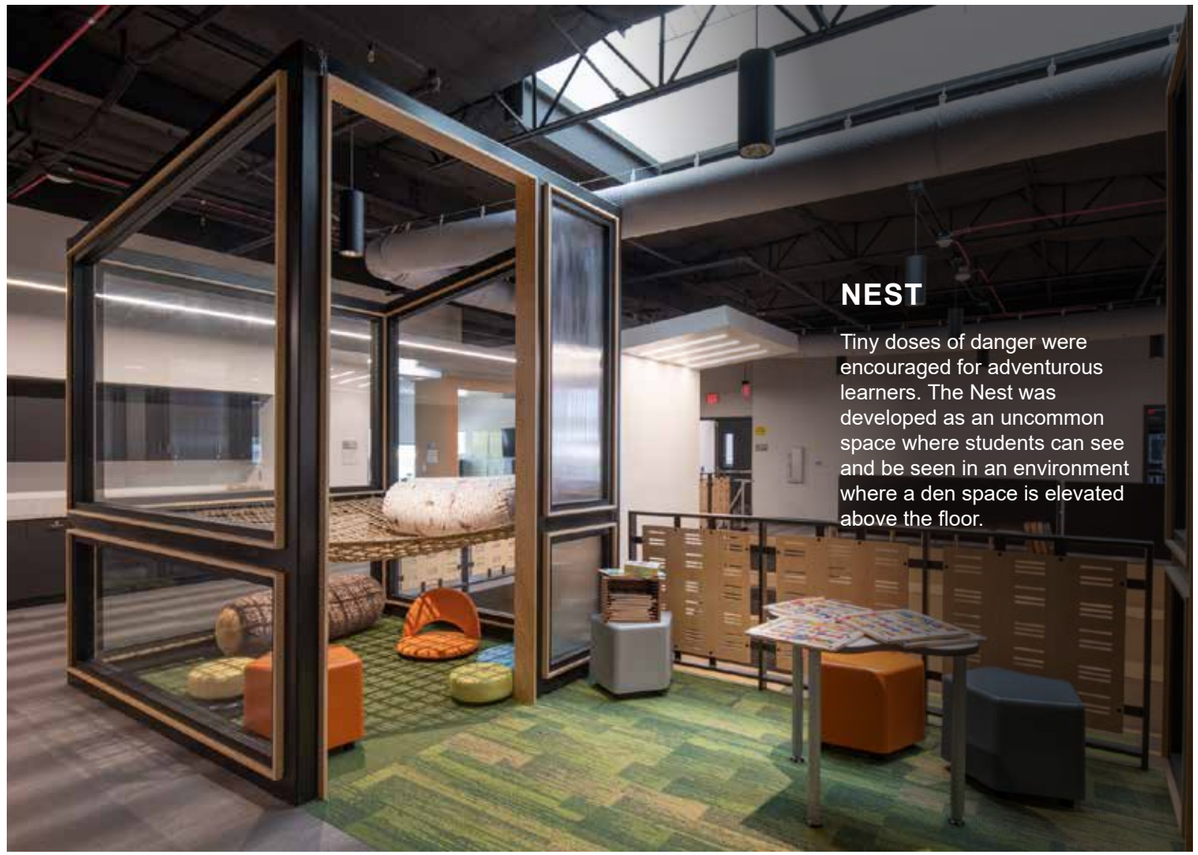
Integration of play and movement supports learning and retention. The slide featured in both A and C buildings connects both floors and allows for year-round access to PE space when Arizona temperatures soar.

MAKER SPACE / MESSY LAB

The multi-purpose space is balanced by both flexible furnishings and mill-work with storage and sinks to support all activities learners need. Projects are conducted in a space that allows for connection to outdoors, durable and washable materials to ensure longevity, and adjacent to learning labs for access to all.

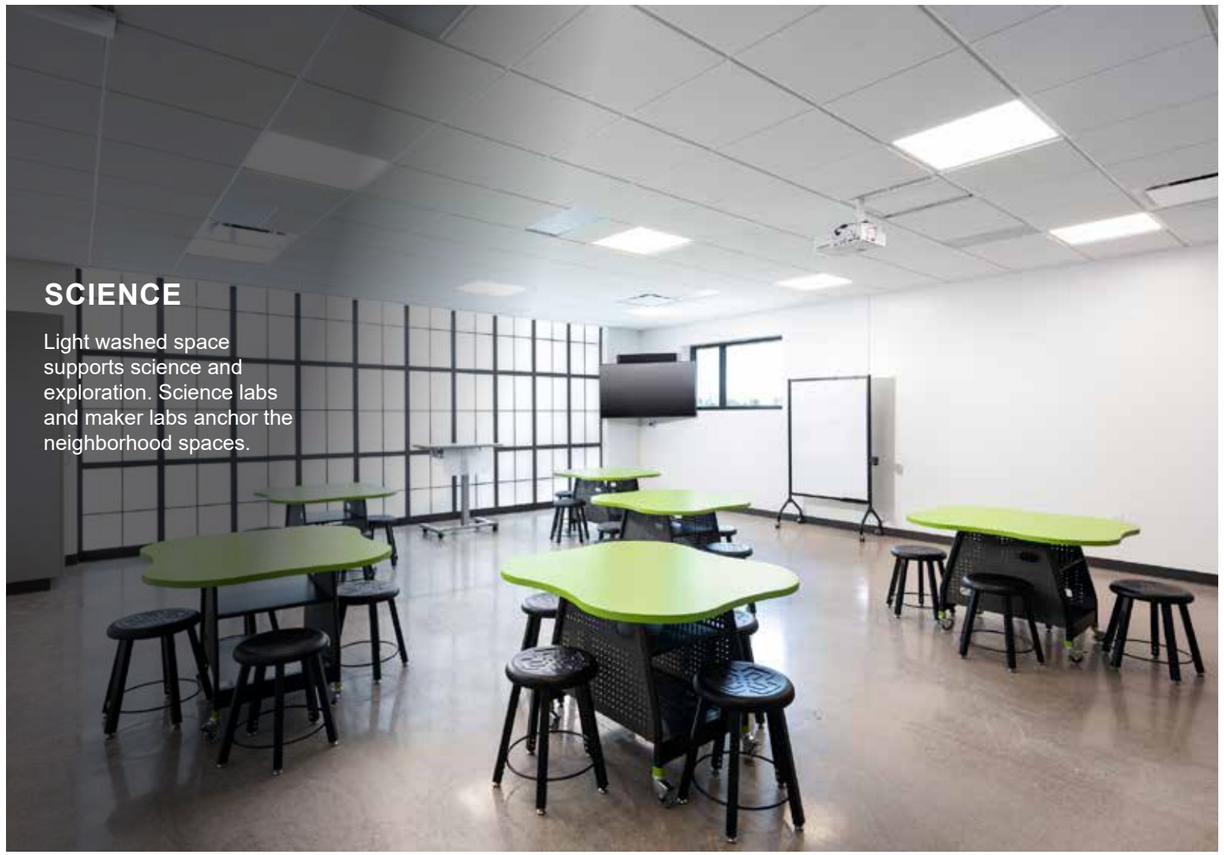
BUILDING A - GROUND LEVEL

- FITNESS
- LEARNING LAB
- STAIR
- MESSY LAB
- TEACHER RESOURCE
- RESOURCE



NEST

Tiny doses of danger were encouraged for adventurous learners. The Nest was developed as an uncommon space where students can see and be seen in an environment where a den space is elevated above the floor.



SCIENCE

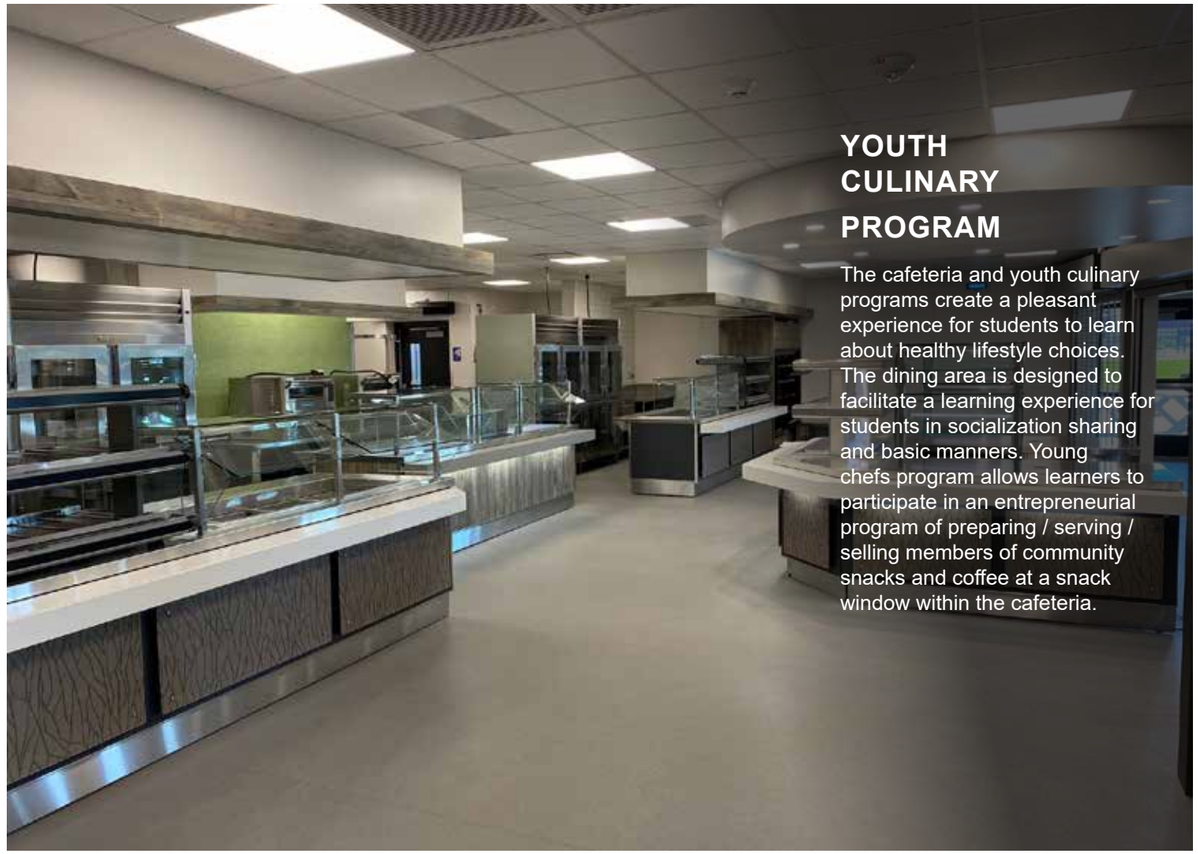
Light washed space supports science and exploration. Science labs and maker labs anchor the neighborhood spaces.

RESTROOMS

Bright color and a geode graphic create visual interest in the canyon trail where the gender neutral rest stop occurs. Full height rooms ensure privacy where an open view into the space support trust and passive observation.

BUILDING A - UPPER LEVEL

- ART
- STAIR
- VESTIBULE
- LAB
- RESTROOM
- DEN/STUDY
- STAFF RESTROOM



YOUTH CULINARY PROGRAM

The cafeteria and youth culinary programs create a pleasant experience for students to learn about healthy lifestyle choices. The dining area is designed to facilitate a learning experience for students in socialization sharing and basic manners. Young chefs program allows learners to participate in an entrepreneurial program of preparing / serving / selling members of community snacks and coffee at a snack window within the cafeteria.

EAST AND WEST FACADES BUILDING B

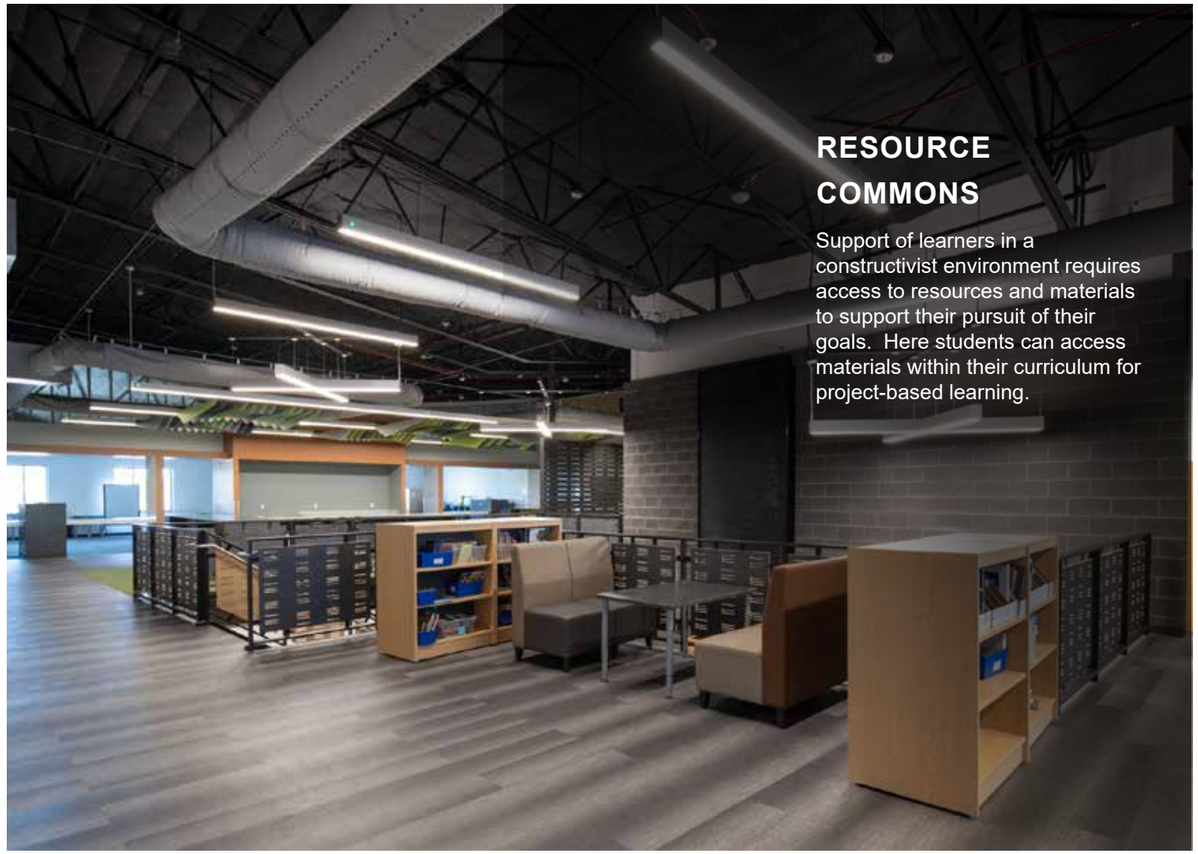
In alignment with community facing concept and aligning the new buildings with the canal, the east facade has the signage for the school welcoming the pedestrians to the facility. Access to the kitchen and dining areas is through the Social Porch creating a morning routine that supports learners with nourishment for their day. The West entry of the same building provides access for parent drop-off and is the transportation hub for family cars, buses, and deliveries.

LIBRARY AND COMMUNITY SPACE

As part of the central building of the campus, the library was planned to be adjacent to the lobby and accessible to the community. Community participation and mentorship of learners, as well as parental support are facilitated through integrated spaces within the library concept.

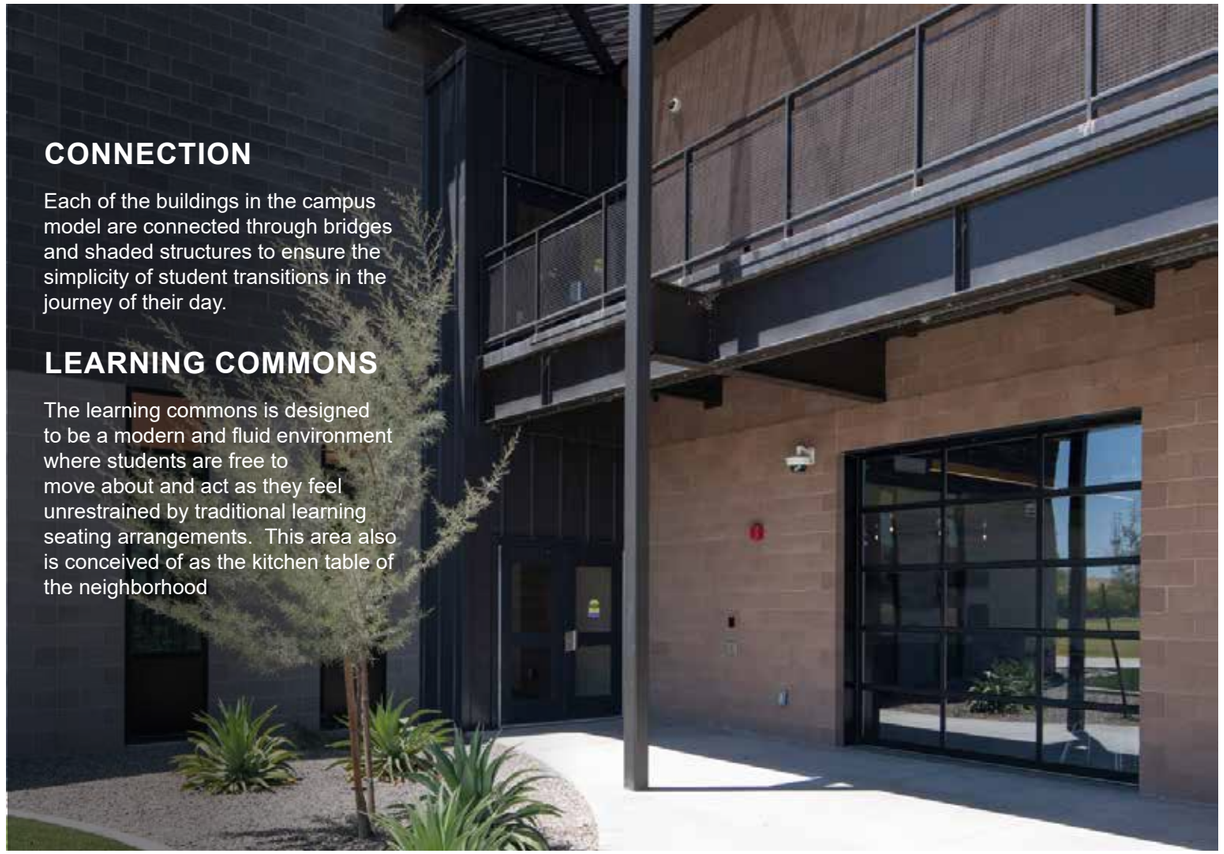
BUILDING B- GROUND LEVEL

- LOBBY
- COMMUNITY RESOURCE
- RECORDS / STORAGE
- ADMINISTRATION
- VESTIBULE
- NURSE
- CAFE
- LIBRARY
- CULINARY LAB
- KITCHEN



RESOURCE COMMONS

Support of learners in a constructivist environment requires access to resources and materials to support their pursuit of their goals. Here students can access materials within their curriculum for project-based learning.

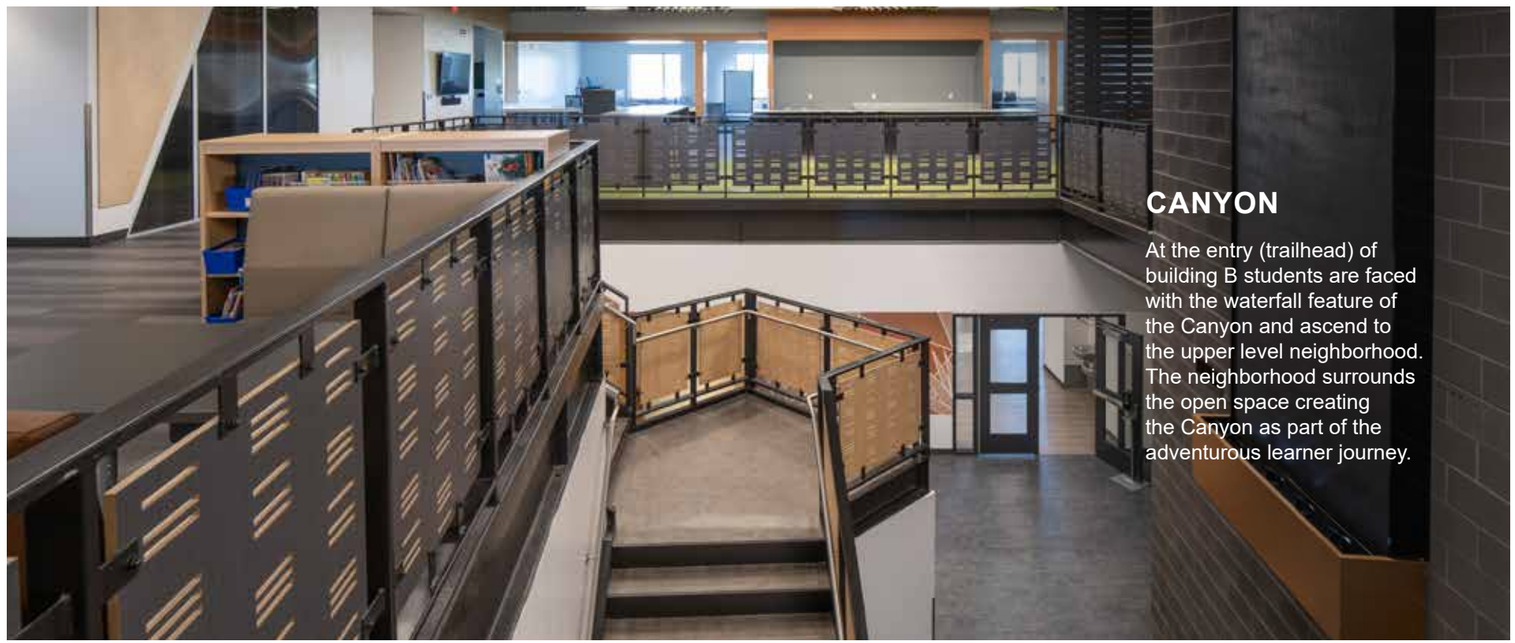


CONNECTION

Each of the buildings in the campus model are connected through bridges and shaded structures to ensure the simplicity of student transitions in the journey of their day.

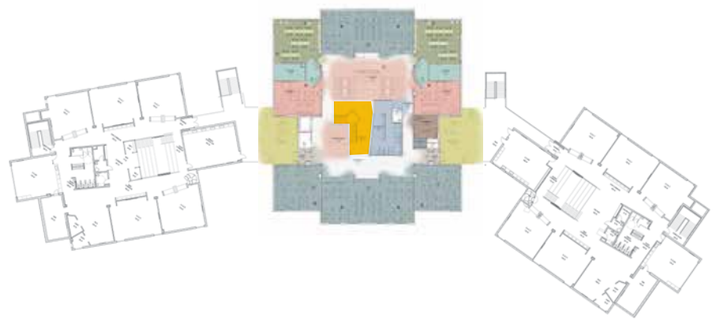
LEARNING COMMONS

The learning commons is designed to be a modern and fluid environment where students are free to move about and act as they feel unrestrained by traditional learning seating arrangements. This area also is conceived of as the kitchen table of the neighborhood



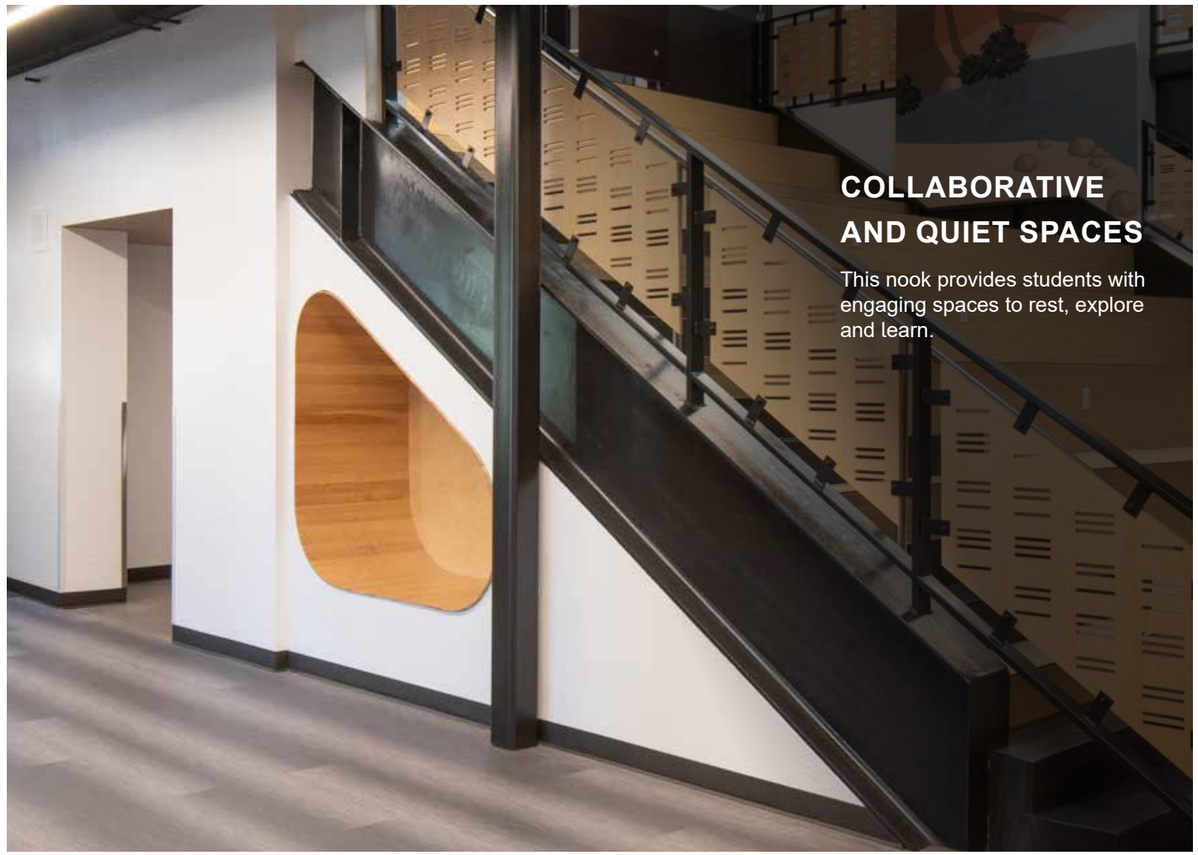
CANYON

At the entry (trailhead) of building B students are faced with the waterfall feature of the Canyon and ascend to the upper level neighborhood. The neighborhood surrounds the open space creating the Canyon as part of the adventurous learner journey.



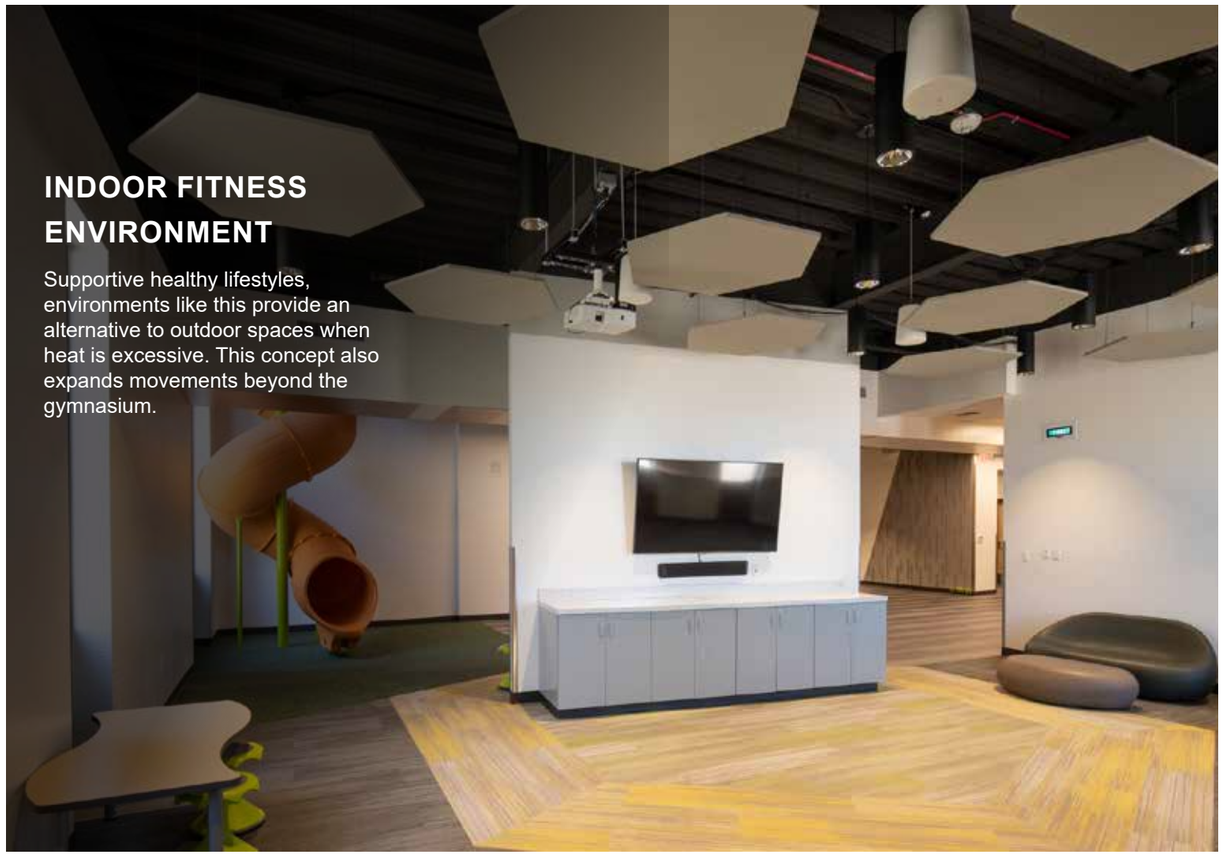
BUILDING B- UPPER LEVEL

- CLASSROOM
- LEARNING LAB
- STAFF RESTROOMS
- STAFF RESTROOMS
- BREEZE WAY
- TEACHER RESOURCES
- SCIENCE
- CANYON
- RESTROOM
- COMMONS
- RESOURCE LAB/ DEN



COLLABORATIVE AND QUIET SPACES

This nook provides students with engaging spaces to rest, explore and learn.



INDOOR FITNESS ENVIRONMENT

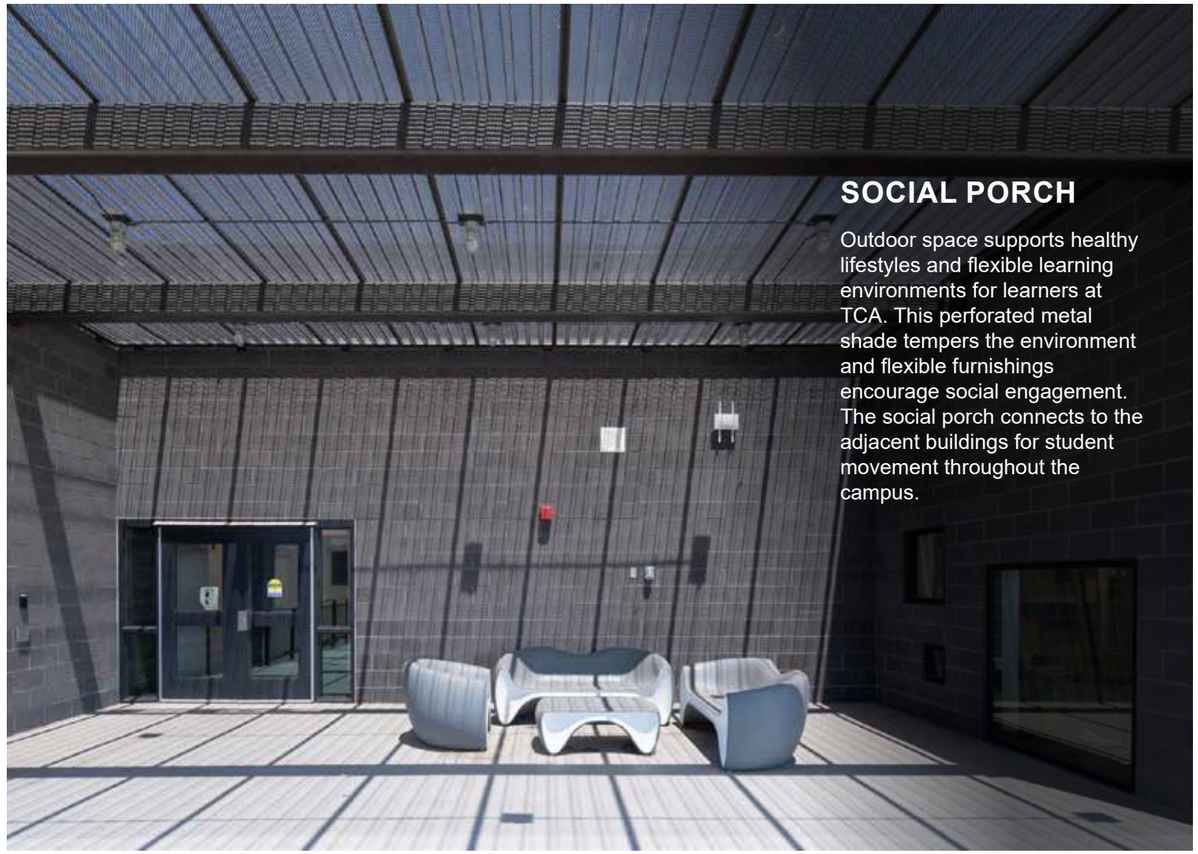
Supportive healthy lifestyles, environments like this provide an alternative to outdoor spaces when heat is excessive. This concept also expands movements beyond the gymnasium.

PERCH

Flexible learning spaces are successful where openings are significant enough to facilitate engagement across multiple areas. The learning labs have no doors and are framed by the perch space where learners can sit apart form a group and observe as well as engage in project work. The angle and the material applied to the opening assist with acoustic properties within the neighborhood.

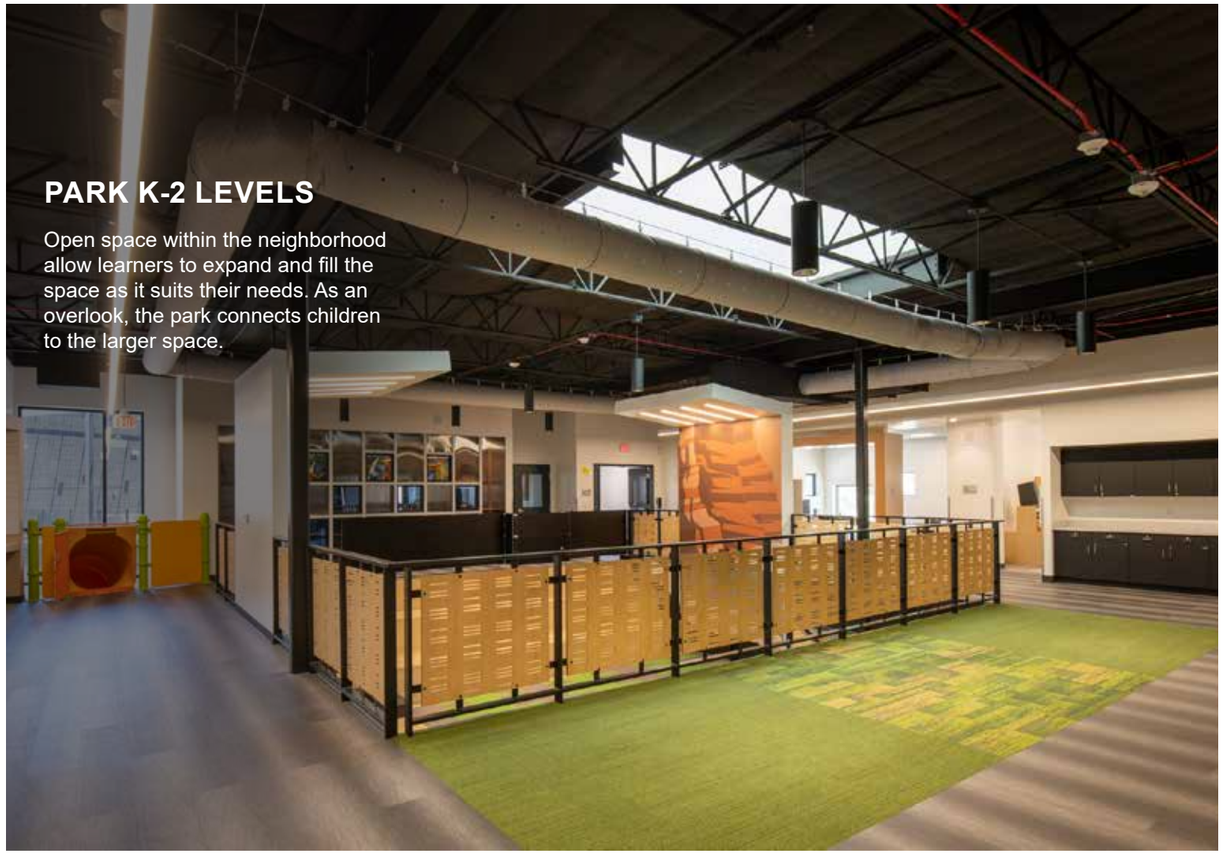
BUILDING C- GROUND LEVEL

- FITNESS
- TEACHER RESOURCES
- VESTIBULES
- MESSY LAB
- RESTROOMS
- STAFF RESTROOMS
- CLASSROOM
- RESOURCES/ TESTING
- STAIR



SOCIAL PORCH

Outdoor space supports healthy lifestyles and flexible learning environments for learners at TCA. This perforated metal shade tempers the environment and flexible furnishings encourage social engagement. The social porch connects to the adjacent buildings for student movement throughout the campus.



PARK K-2 LEVELS

Open space within the neighborhood allow learners to expand and fill the space as it suits their needs. As an overlook, the park connects children to the larger space.

ADJACENCIES

In all of the neighborhoods, careful consideration of acoustics and adjacencies guided the teams decisions for locations of quiet spaces and large group of more loud spaces. This design support the success of an open, flexible environment and limit the acoustic failures of previous open concept schools.

BUILDING C- UPPER LEVEL

- ART
- LEARNING LAB
- THE PARK
- VESTIBULE
- STAFF RESTROOM
- RESTROOM
- LEARNING STAIRS

RESULTS OF THE PROCESS & PROJECT

RESULTS OF THE PROJECT

RESULTS OF THE PROCESS

THE THIRD TEACHER

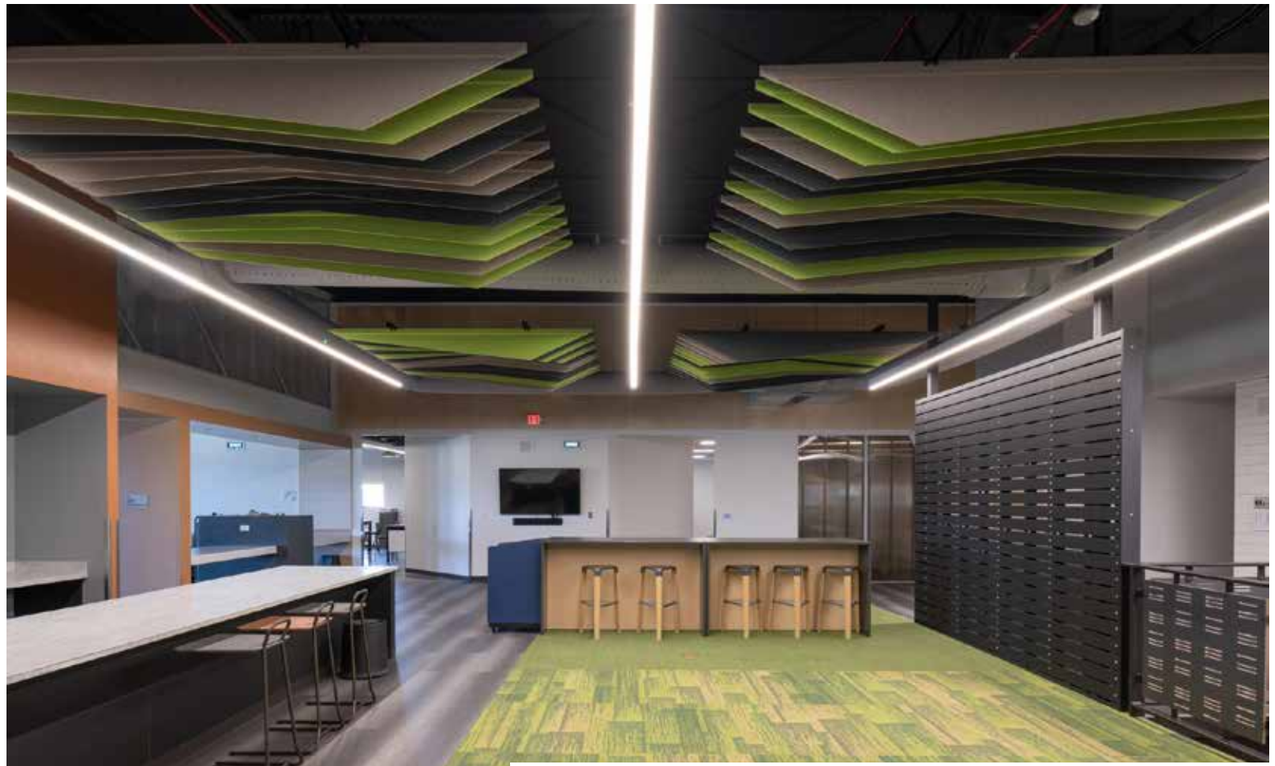
Culture is constructed through the life of the population of an environment. At TCA, culture is not simply bricks and mortar, it is developed through the activities, beliefs and codes of the learners, teachers and community created and supported by this school.

Results of the Project and Process have been impacted dramatically by the pandemic; the school was about to open when the pandemic changed the world. The response by school districts across the country varied on how to maintain education for students while most were restricted to on-line learning. For The Creighton Academy, this meant that building design, or the “third teacher” was missing from the opening of this vibrant new school. The challenges of distance learning were met with the strength and resiliency shown by many teachers and learners across the country to continue to move forward. The staff, parents, students, and teachers of the Creighton District didn’t get to fully inhabit this new facility until the fall 2021 school year.

The Constructivist approach to learning developed for TCA allows the children to be truly independent learners. These students are the leaders of their day - they choose the places of their learning and path to achieve their goals. A surprise for the teachers is the ability to trust the students. Mutual respect and trust has grown in an environment where student outcomes are measured through goals achieved and self advocacy.

The resulting neighborhoods have proven to be effective as “studios” when used for on-line learning by teachers and havs performed exceptionally in the subsequent in-person learning. From a post-occupancy interview: " The Creighton Academy was designed with open, flexible environments. Significant effort was made to ensure issues that had limited the success of many other open environments were mitigated. Open learning environments are often inherently too noisy or overlapping conversations and instructions make learning and concentration difficult. To mitigate this, the open environment was analyzed for acoustic impacts and carefully crafted to minimize ‘noise’ and create spaces that have acoustic absorption, a focus on the direction of sound reflection and in some cases facilitate separation from activity and noise." The design criteria identified in the educational specifications: “ Learning lab areas must be designed to allow normal speaking levels with comfort, and common national standards call for a maximum decibel level of 55 dB measured at a workspace in the center of the learning lab."

Although designed to be ordered into age and grade specific neighborhoods, the curriculum delivery has grown to allow for multi-age and multi-disciplinary learning through all spaces. Successful activities have included multi age learning in many areas including literacy and writing. The sophistication, complexity and abstractness of idea sharing and problem solving has developed progressively since the new school was occupied. **The collaborative learner** is excelling in the new school and their collaboration is developing soft skills, asking questions of peers, considering the pace of a group in project work, and supporting one another. These skills are the essential qualities we develop in our students to fulfill the district goal of creating **kind hearted leaders.**



“ The space is so flexible and the acoustics work so well, the environment worked for studio spaces for on-line delivery of learning process”

Mr. Jay Mann, Chief of Business Operations and Development

EDUCATIONAL SPECIFICATIONS

EDUCATIONAL VISION AND SPECIFICATIONS

DESIGN CRITERIA

As discussed on page 6, the District educational vision was the inception for the new Creighton Academy. The planning process developed the learning context, learning process, learning organization and ultimately the learning environment. The results of this work developed the design brief and the educational specifications. A sample of these specifications shown in figure 6.

The educational specifications include the building design brief, the concepts, systems, and site considerations. The Creighton Elementary School followed the design concepts to the highest extent possible within the constraints of the site, facility and budget. A sample of the specifications included:

CAPACITY AND CAMPUS CONFIGURATION: The new campus will accommodate a maximum of 954 Pre-K to 8th grade students at 100% utilization. Utilization is based on the number of students per learning lab. Each neighborhood serves approximately 300 students. Campus site elements will integrate the community and existing school assets, while creating each unique neighborhood for grade and age levels. Exterior areas for healthy lifestyles and physical activity are incorporated into the design throughout including the outdoor food garden, social porch and existing PE space, fields and new playgrounds.

ENROLLMENT AND SCHEDULE: Enrollment at TCA is open for students of the community and beyond the borders of the district, identified as a school of choice that serves the community and valley. The school is designed to function as a traditional school year with the option of expanding to year round learning. Spaces and systems are designed to facilitate summer activities and community activities year-round.

COMMUNITY USE: TCA will be utilized by the CSD community for a wide variety of purposes including:

Use of the physical activities areas, media and technology resource area, healthy lifestyles dining, outdoor and eco-activity areas, and visual/performing arts areas will provide resources for after-school or summer activities without disrupting learning lab areas.

The International Café/ Young Chef's area, community snack/coffee window, and student/community kitchen lab will provide areas for students to learn about garden products produced in the outdoor garden, learn basics of healthy food choices, and practice culinary skills. These areas are intended to be used by students as well as parents/community and should be designed to be accessible to common areas.

The healthy lifestyles areas, multi-cultural/generational learning room, and community/ parent resource rooms may provide an area for student presentations, community learning, and parent meetings. Community groups will be able to utilize these areas for after-school and summer activities. Conference and team leadership areas will provide additional meeting spaces for parents, staff, counselors, and special education staff.

Fine arts and music programs will utilize many areas throughout the school including the community breakout area (areas for joint learning that is combined with the circulation area), dining area, and learning lab areas as well as their own dedicated areas. These areas should be located near the platform/performance area.

ROOM DESIGN CRITERIA

NAME OF SPACE: 3.03.02.03 Fabrication/ Maker Area/ STEAM			
Program	3.0 Communities/3.03 Community Areas Upper		
Number of Occupants	1 Staff; up to 30 students		
ACTIVITIES & FUNCTION			
Educational	A multipurpose hands on lab area integrating science,technology, engineering, art and math		
Operational	Multiple projects: wet, dry, long and short term, technology infused		
Community	Possible after hours use by community		
FUNCTIONAL ADJACENCY REQUIREMENTS			
Direct Access:	Community Collaboration, Project Storage		
Indirect/Near:	Community Restrooms, Learning Labs		
Not Adjacent/ Separate:	Building Support		
ENVIRONMENT			
Temperature	70-78 degree; additional ventilation desired		
Acoustic	Acoustic separation from entry; medium to high sound levels		
Lighting	Non-glare; Natural light desired (borrowed ok); 50-70 fc even across space; Variable		
HVAC	AC + natural ventilation desired; additional ventilation desired		
Aesthetic	Flexible Project Lab Area; Messy Projects, Assembly Area		
FURNISHINGS/ INSTRUCTIONAL AIDS			
Cabinetry	Full Wall Storage Cabinets for Supplies; Lockable		
Storage	Flexible storage; movable - rotating center and themes; storage for tech supplies		
Movable Furniture	Project Workstations; Movable Benches		
Movable Furniture cont'	Wall stations for creating and building: cork board area, Lego wall, magnetic wall, etc.		
Plumbing	Full double sinks with goose-neck spout; clay trap		
Equipment	Small hand tools, power tools for assembly and cutting, etc.		
INTERIOR FINISHES			
Flooring	Hard Surface; floor drains		
Walls	9'0" min: painted finish; roll up door to exterior desirable		
Ceiling	Acoustical ceiling, power drops from ceiling (movable)		
WINDOWS		Operable?	**Shades?**
Exterior	Non-glare; Natural light desired	Desired	Y
Interior	Windows to core circulation	N	Y
TECHNOLOGY			
Voice	Telephone; handset; intercom		
Data	LAN access, robust wireless		
Audio/Visual	TV Video Input (jack); LED panels		
Clock/Intercom	Standard Clock as utilized by district; Intercom		
Security	Lockable Door (s)		
Fire Alarm	Smoke detector as required by Code		
SPECIAL NOTES			
1.0	Emergency power shut off		
2.0	Eye wash, fire blanket and emergency dump shower		

Figure 6 – Education Specifications