

CREIGHTON SCHOOL DISTRICT

# Trail Guide to 2025





# About Us

Located in the heart of Central Phoenix, Creighton School District has been a neighborhood staple since 1884. In recent years, we have seen our neighborhoods evolve into the vibrant and growing community it is today. Our schools are located in some of the fastest growing geographical areas: Arcadia Lite, Green Gables, Loma Linda, Phoenix Homestead, and Monte Vista, making Creighton School District a destination district. We are home to 9 Pre-Kindergarten through 8th grade schools serving approximately 5,000 students.

The district has been recognized both nationally and internationally for our sound business practices, dual-language programs, as well as recognition from organizations like the Arizona School Administrators Association, Administrator Superintendents Division, Arizona School Public Relations Association and International Society for Technology in Education.

Our vision is for Creighton neighborhood schools to inspire adventurous thinkers, collaborative learners, and kind-hearted leaders.



# Who We Are

## Our Mission

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

## Our Vision

Is for Creighton neighborhood schools to inspire adventurous thinkers, collaborative learners and kind-hearted leaders.

## Our Beliefs

- Loving each child as our own
- Mindful, curious, and adventurous learning
- Safe schools that nurture mind, body and spirit
- High expectations that promote academic growth
- The strength that comes with the diversity of our community

## Who We Are

### Adventurous Thinkers

- Sharp, ambitious, and intrinsically motivated
- Thoughtfully reflective about ideas and relationships
- Adept at problem solving, critical thinking, and making connections
- Curious creative, and experience the world with a sense of wonder

### Collaborative Learners

- Physical and social-emotional wellbeing
- Strong life skills and habits of mind
- Cultural awareness
- Effective communication skills

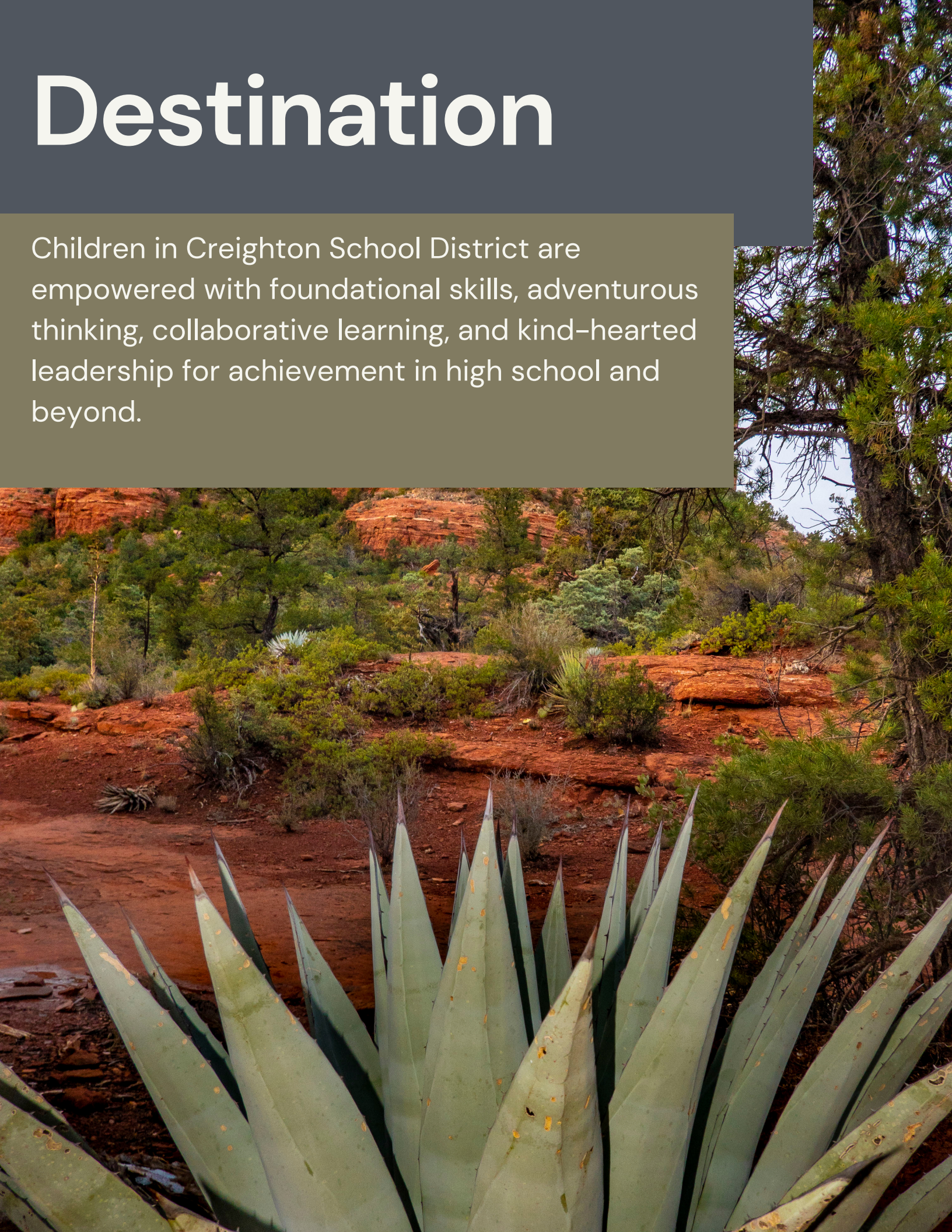
### Kind-Hearted Leaders

- Caring and generosity
- Confident self-advocacy
- Focus on reaching goals
- Commitment to community service



# Destination

Children in Creighton School District are empowered with foundational skills, adventurous thinking, collaborative learning, and kind-hearted leadership for achievement in high school and beyond.





# Our Goals

## 1

### **ACADEMIC EXCELLENCE**

Creighton Schools prepare and inspire students to graduate from any high school and be successful in their future endeavors.

## 2

### **ACCESS, DIVERSITY, EQUITY, INCLUSION**

The Creighton Community advocates for equity and justice, identifies and eliminates internal oppressive systems, and ensures access to learning, opportunity, and success.

## 3

### **COMMUNITY & FAMILY ENGAGEMENT**

Creighton Schools commit to building and maintaining relationships through trust, engagement, and investment in the community.

## 4

### **HEALTH, WELLNESS, & SAFETY**

Creighton Schools cultivate a safe and thriving school community through healthy habits, social connectivity, and emotional nourishment.



# 1 ACADEMIC EXCELLENCE

Creighton Schools prepare and inspire students to graduate from any high school and be successful in their future endeavors.

## OUR PATHWAY FOR ACADEMIC EXCELLENCE:

1. Adventurous learning experiences that are innovative, creative, and relevant.
2. Increased student academic achievement and growth.
3. High expectations for students and staff that promote academic growth.

## POSSIBLE INDICATORS OF DEVELOPMENT AND PROGRESS

- All students will have access to enrichment activities during and after school.
- Student learning experiences will reflect learning targets, success criteria, and engagement in structured literacy and math practices during 80% of learning walks.
- Passage rates on state tests in English Language Arts and Math will increase.
  - Passage rates will increase at a rate double that of students statewide.
  - Aggregate passage rates will increase by 7-10% in English Language Arts, and 6-9% in Mathematics.



# 1 ACADEMIC EXCELLENCE

**Creighton Schools prepare and inspire students to graduate from any high school and be successful in their future endeavors.**

## MID YEAR DEVELOPMENT AND PROGRESS STATUS

- The Adventurous Learning Committee was established and includes the following Action Teams: Academic Excellence, Special Services Parent Advisory, and Calendar Development. Progress to date includes:
  - Preliminary recommendations for supplementary learning materials in Science.
  - Input for ongoing professional development to support the successful use of Into Math.
  - The discovery of a resource for planning and establishing a Parent Council to advise on continuous improvement for special education programs.
  - The collection and analysis of academic calendars from around the Valley.
  - The development of a preliminary calendar preferences survey.
- A system for monitoring access to enrichment opportunities was established, resulting in the following baseline information:
  - All schools are now offering YMCA after school enrichment services for all learners.
  - All schools are now offering flag football, volleyball, softball, soccer, and basketball for middle years learners.
  - All schools are offering academic enrichment through Battle of the Books, Spelling Bee, and Read Better Be Better..
  - 7 schools are offering Junior Ambassadors.
  - 7 schools have after school tutoring available.
  - 2 schools have grants to support 21st Century Community Learning Center programming.
  - All schools are offering a minimum of 3 additional enrichment options ranging from fine arts, to intramural sports, and cooking.
- All learners in grades K–3 now have a personalized literacy portfolio.
- All teachers received differentiated training and updates, based on their position, on the Creighton Curriculum Documents at the beginning of the year.



# 1 ACADEMIC EXCELLENCE

**Creighton Schools prepare and inspire students to graduate from any high school and be successful in their future endeavors.**

## MID YEAR DEVELOPMENT AND PROGRESS STATUS

- Teachers now indicate a range of comfort levels with accessing these Essentials to meet their learners' needs. This range is reflected in the following baseline data :
  - 72.5% of teachers indicated a high level of comfort accessing the Creighton Curriculum Dashboard.
  - 60.4% of teachers indicated a high level of comfort accessing their Year-at-a-Glance documents.
  - 55.3% of teachers indicated a high level of comfort accessing their Scope and Sequence documents.
  - 70% of teachers indicated a high level of comfort accessing their Unit Guides.
  - 39.2% of teachers indicated a high level of comfort accessing their Common Assessments.
  - 23.5% of teachers indicated a high level of comfort accessing their Into Math learning materials.
  - 19.85% of teachers indicate a high level of comfort accessing their Into Math digital learning materials.
  - 36.4% of teachers indicated a high level of comfort accessing their Wonders and Study Sync learning materials.
  - 25.3% of teachers indicated a high level of comfort accessing their NearPod learning materials.
  - 23.5% of teachers indicated a high level of comfort accessing their NewsELA learning materials.
- All teachers were able to facilitate the collection of baseline learning data using the new Illuminate Benchmark Assessment system, resulting in over 93% of students taking their baseline benchmarks.
- The protocol and indicators for Learning Walks was established and resulted in the following baseline:
  - 66.7% of learning experiences aligned to the Creighton Curriculum Essentials.
  - 22.2% of learning experiences were aligned to clear learning targets.
  - 11.1% of learning experiences were aligned to clear success criteria.
  - 25% of literacy learning experiences reflected the attributes of structured literacy.

# 2 ACCESS, DIVERSITY, AND INCLUSION

**The Creighton Community advocates for equity and justice, identifies and eliminates internal oppressive systems, and ensures access to learning, opportunity, and success.**

## **OUR PATHWAY FOR ACCESS, DIVERSITY, EQUITY, & INCLUSION:**

Inclusive school communities that recognize, respect, and respond to each person's social identities, attributes, and honor diversity as strength.

### **POSSIBLE INDICATORS OF DEVELOPMENT AND PROGRESS**

- Students, parents, staff and teachers experience a positive climate of trust, honesty, and inclusion in their schools, made evident by survey responses about:
  - Supportive relationships
  - Social awareness
  - Self management
  - Cultural awareness and action
  - Positive feelings
  - Relationships between staff and leadership
  - School culture



# 2 ACCESS, DIVERSITY, AND INCLUSION

**The Creighton Community advocates for equity and justice, identifies and eliminates internal oppressive systems, and ensures access to learning, opportunity, and success.**

## MID YEAR DEVELOPMENT AND PROGRESS STATUS

- The Access, Diversity, Equity and Inclusion Committee was established and includes the Equity, Justice and Advocacy Working Group, the Facilities Access and Repurposing Team, and the Capital Planning Team. Their progress to date is reflected in the following::
- Over 60 leaders have engaged in Deep Equity Workshops 5 and 6.
- Over 520 students participated in Youth Equity Stewardship (YES) events across 7 schools. (One more school's YES event was scheduled for February.)
- 36 targeted Social Emotional Learning Lessons integrating Language Arts themes were developed by teachers during Curriculum Design Studio.
- Initial drafts of data to inform facilities access and repurposing decisions have been created, including a Facilities Assessment and Utilization Report, Demographic Study, Enrollment Trend Analysis, and Utility Cost Reports for all schools.
- Underperforming partners for facilities analysis and repurposing were identified and replaced to ensure timely data
- The Child Justice & Advocacy Team is nearly fully staffed and includes:
- 11 Child Justice Advocates
- 7 Child Justice and Advocacy Support Assistants (2 positions are currently open)
- Nearly all members of the Child Justice and Advocacy Team have been trained in nonviolent Crisis Prevention and Intervention techniques (two new hires will be trained in January.)
- An Affinity Group for Justice & Advocacy has been created and includes all Child Justice Advocates, Behavior Interventionists, and Social Emotional Learning Student Support Assistants. This group has met twice.
- 5 sets of Social Emotional Learning materials are currently under review and a pilot program for their use is being developed.

# 3 COMMUNITY AND FAMILY ENGAGEMENT

Creighton Schools commit to building and maintaining relationships through trust, engagement, and investment in the community.

## OUR PATHWAY FOR COMMUNITY & FAMILY ENGAGEMENT:

All students are immersed in strong partnerships built among school and community members.

## POSSIBLE INDICATORS OF DEVELOPMENT AND PROGRESS

- Attributes of strong, trusting relationships are developed in collaboration with families, students, and community members.
- A refined committee structure is in place to maximize healthy interdependence, and equity of voice.
- Family, community and student voices are included on all committees.
- Baseline rates for participation and efficacy in community and family engagement events and partnerships are established.
- The Community Resources and Services Referral System is initially implemented district-wide.



# 3 COMMUNITY AND FAMILY ENGAGEMENT

**Creighton Schools commit to building and maintaining relationships through trust, engagement, and investment in the community.**

## MID YEAR DEVELOPMENT AND PROGRESS STATUS

- The Community and Family Engagement Committee was established and includes the Budget Advisory Team, the Pandemic Relief Fund Prioritization Task Force, and the New School Design Team.
- Students, families, and community members have been recruited to participate in committees.
- School Compacts have been revised to reflect newly developed attributes of strong, trusting relationships.
- A new Student/Family referral system has been designed and implemented district-wide, allowing all stakeholders to request resources and support for any students or families. Initial training on the was provided to all staff and departments and over 500 referrals have been received and fulfilled.
- The impact of the Aggregate Expense Limit (AEL) is being studied and possibilities for Creighton Schools are being considered.
- Over 120 Arizona School Superintendents have written a letter to the Governor and legislators urging them to increase the AEL to avoid disruption in learning for children.
- Vacancy savings from Pandemic Relief Grants (ESSER I, II and III) has been accounted for and redirected to support ongoing priorities, including a one-time retention stipend for all staff to be provided in January 2023.
- Conceptual designs for the new Kennedy School have been created, reviewed, and updated based on feedback from staff, students, and community members.
- An instructional model for the new Kennedy School is being developed which focuses on environmental stewardship and sustainability practices in a project-based, hands-on setting.

# 4 HEALTH, WELLNESS, AND SAFETY

**Creighton Schools cultivate a safe and thriving school community through healthy habits, social connectivity, and emotional nourishment.**

## **OUR PATHWAY TO HEALTH, WELLNESS, & SAFETY:**

Safe schools that nurture mind, body, and spirit and allow students to thrive in an environment built on trust, communication and mutual respect.

### **POSSIBLE INDICATORS OF DEVELOPMENT AND PROGRESS**

- Students, parents, staff and teachers experience a sense of physical and social emotional safety in their schools, made evident by survey responses about school culture and safety.
- Safety plans are reviewed, updated, and disseminated.
- Staff are trained on updated safety plans and procedures.
- An updated Mass Notification System is in place, and all staff are trained to use it.
- Increase in student and staff attendance.
- Students have access to spaces for garden-based learning clubs and enrichment activities.
- Students, staff, and families have access to Increased resources for mental health care services.



# 4 HEALTH, WELLNESS, AND SAFETY

**Creighton Schools cultivate a safe and thriving school community through healthy habits, social connectivity, and emotional nourishment.**

## MID YEAR DEVELOPMENT AND PROGRESS STATUS

- The Health, Wellness and Safety Committee was established and includes the Wellness Champions, School Safety Team, and Compensation Team.
- A new mass communication system has been rolled out at all sites.
- All administrators have completed updated School Safety training.
- Safety plans have been updated at all sites.
- Safety drills continue and practices are being updated to align with current Safety plans.
- The Garden and Landscape Manager position was created and staffed.
- A lead garden teacher is in place at all schools.
- Gardens are up and running in 5 of 8 school sites.
- The Growing Gardens partnership with Arizona State University has been established to provide monthly professional development and support for garden-based learning.
- ESSER funds have been allocated for the purchase of capital items needed for garden based learning.
- A donation of soil has been provided by Arizona Worm Farms.
- A local business partner has agreed to volunteer and work the gardens.
- A partnership with Child Nutrition and Wellness has been established to support farm to table and healthy eating.
- Plans are in place for a wellness challenge in January (signing up for the app and obtaining wellness points)
- A new employee health plan has been fully deployed.
- A new Employee Assistance Program is now available to all employees, and program details have been communicated.
- Preventative health screenings are now available and have been communicated to all employees.

# Our Process

## STRATEGIC PLANNING STEERING COMMITTEE

- Direction & feedback throughout the process
- Shaped priority, goals, & desired results
- Three sessions

## COMMUNITY LISTENING SESSIONS

- Input into key focus areas for goals and priority
- Nine sessions

## GOVERNING BOARD

- Direction and feedback throughout process
- Three sessions

## LEADERSHIP COUNCIL

- Direction & feedback throughout the process
- Shaped priority, goals, desired results
- Four sessions

## CREIGHTON KIDS CONGRESS

- Direction & feedback throughout the process
- Two sessions



Adventurous Thinkers  
Collaborative Learners  
Kind-Hearted Leaders



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