

# Bryker Woods Creative Campus Profile

## Results for 2016-2017 School Year: Arts Rich

Based on the data provided in the Arts Inventory by the campus principal in the spring of 2017, Bryker Woods was found to be an **Arts Rich** campus. Inventory responses and the associated Creative Campus scores are listed below. More information about how the Creative Campus score was calculated can be found on the following page.

### Primary Creative Campus Components

	2016-17 Response	2016-17 Score	Change from 2015-16*
<b>1. Sequential Fine Arts Instruction</b>			
# of grade levels (K-6) where most students receive regular music and visual arts instruction	7	4	
# of grade levels (K-6) where most students receive regular theatre, dance or media arts instruction	7		
<b>2. Creative Teaching Across the Curricula</b>			
% of general classroom teachers who use creative teaching strategies or arts integrated instruction at least once a week	75-100%	4	=
<b>3. Community Arts Partnerships</b>			
% of grade levels with at least 2 community arts partnerships during school time	100%		
Calculated # of hours of arts exposure per student during school time	19.06	4	=
<b>4. After School</b>			
# of grade levels (Pre K-6) with afterschool arts opportunities in at least two art forms	7	4	=
<b>Average score of components 1 through 4</b>		<b>4.00</b>	

### Additional Creative Campus Components

	2016-17 Response	2016-17 Score	Change from 2015-16*
<b>5. Community Building Through the Arts</b>			
# of campus created arts experiences this year to engage families, faculty, and community [Criteria ≥ 8]	18	Yes	=
<b>6. Leadership</b>			
Arts goals and strategies are included in the Campus Improvement Plan (CIP) [Criteria = Yes]	Yes	Yes	=
<b>7. Communication</b>			
Frequency of school communication to families about the value of creative learning in person or through print or social media [Criteria ≥ Once per semester]	At least monthly	Yes	=
<b>8. Professional Development</b>			
% of teachers who participate in creative teaching or arts integration professional development [Criteria ≥ 50%]	100%	Yes	=
<b>9. Facilities</b>			
Campus facilities meet the 2008 Fine Arts Education Specifications or sufficiently accommodate arts programming [Criteria = Meets standard or able to make accommodations]	Meets standard	Yes	=
<b>Total number of additional criteria met</b>		<b>5</b>	<b>=</b>

\*Note: " " denotes increase, " " denotes decrease, "=" denotes no change, and "n/a" denotes an impossible comparison due to missing data or a change in criteria.



## Additional Information

### Creative Campus Goals at Bryker Woods

Each year, school leaders develop a Campus Improvement Plan (CIP). Despite there being no district requirement to do so, in 2016-2017 74% of elementary schools made CIP goals related to becoming a more Creative Campus. Bryker Woods set the following goal: *"Communicate the value of creative learning through parent newsletter, at CAC meetings and faculty meeting once a month. Provide one single visit and one multi-visit residency per grade level in a variety of art forms. Offer at least two opportunities per semester for all students to exhibit/showcase their fine arts learning in the community."*

At the end of the year, school leaders reflected on progress in the spring, as follows:

**Progress:** "Mostly accomplished"

**Challenges:** "Exhibiting/showcasing in the community outside of the school occurred for choir, band, orchestra and chimes club. Visual Art was on display at the PAC and at Baker. With that said, the challenge would be in having these occur at least twice per semester. Coordinating and scheduling events on the master calendar is a challenge. Utilizing additional resources from the community, i.e. UT Art Dept. and AMOA"

**Successful Strategies:** "Living Tree post to communicate with parents and a cooperative staff. Having programs offered by the school district like Austin Jazz Workshop and the Symphony. Student disping goal:

