

Clayton Creative Campus Profile

Results for 2016-2017 School Year: Arts Emerging-2

Based on the data provided in the Arts Inventory by the campus principal in the spring of 2017, Clayton was found to be an **Arts Emerging-2** 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*
1. Sequential Fine Arts Instruction			
# of grade levels (K-6) where most students receive regular music and visual arts instruction	6		
# of grade levels (K-6) where most students receive regular theatre, dance or media arts instruction	0	2	
2. Creative Teaching Across the Curricula			
% of general classroom teachers who use creative teaching strategies or arts integrated instruction at least once a week	75-100%	4	
3. Community Arts Partnerships			
% of grade levels with at least 2 community arts partnerships during school time	67%		
Calculated # of hours of arts exposure per student during school time	4.76	2	
4. After School			
# of grade levels (Pre K-6) with afterschool arts opportunities in at least two art forms	0	0	
Average score of components 1 through 4		2.00	

Additional Creative Campus Components

	2016-17 Response	2016-17 Score	Change from 2015-16*
5. Community Building Through the Arts			
# of campus created arts experiences this year to engage families, faculty, and community [Criteria ≥ 8]	12	Yes	
6. Leadership			
Arts goals and strategies are included in the Campus Improvement Plan (CIP) [Criteria = Yes]	No	No	=

What Does it Mean to be an Arts Emerging-2 Campus?

Though your campus doesn't yet meet the full criteria of a Creative Campus, it is on that path since it qualifies as arts emerging. In arts emerging school, many students receive sequential fine arts instruction, less than half of teachers use creative teaching strategies at least once a week, and some community arts partnerships are cultivated both during and after school. To improve, encourage all teachers to attend CLI professional development and implement creative teaching regularly, develop new community arts partnerships in additional grade levels, and communicate more frequently with families about th

Additional Information

Creative Campus Goals at Clayton

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. Clayton did not state a Creative Campus goal in their CIP this year.

At the end of the year, school leaders reflec

