Bryker Woods Elementary
3309 Kerbey Lane, Austin, TX, 78703

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<td>Exemplary</td>
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This rating system is required by House Bill 5 (see TEC § 39.0545 for details about the law). It allows each campus to showcase the opportunities they provide to students, families, and the community in areas other than standardized testing. Details about the law and rating system can be found at www.austinisd.org/cda/hb5-community-student-engagement.

Campus Demographics
Grade Levels: K,1,2,3,4,5,6
Vertical Team: Austin
Trustee District: 5
Enrollment: 443

Austin ISD 2015-2020 Strategic Plan

Core Beliefs
1. All students will graduate college-career-, and life-ready
2. We will create an effective, agile, and responsive organization
3. We will create vibrant relationships critical for successful students and schools

Values
• Whole Child Every Child
• Physical, social, and emotional health and safety
• Equity, diversity, and inclusion
• High expectations for all students, employees, parents/guardians, and community members
• Creativity, collaboration, and innovation
• Community schools
• Life-long learning
**Fine Arts: EXEMPLARY**

- The school provides full time art and music teachers.
- The school offers fine arts curriculum in grades K-5.
- The Creative Learning Initiative Arts Inventory is completed and data is used to inform practice.
- Fine arts instruction and/or creative learning strategies will be included in the 2017-18 Campus Improvement Plan.
- Fine Arts productions or exhibitions: Chime Club/Choir Tour, Arts by Bryker Woods Visual & Performance Art
- Fine Arts community experiences: Austin Symphony Performance, Ballet Austin’s “The Nutcracker”, Austin Jazz Workshop
- Creative writing/literary publications: Campus Yearbook/Student created newspaper, Vision & Voice Poetry Contest
- Interscholastic activities: Junior Visual Arts Scholastic Event, Music Memory/Pride of Texas Music Festival
- Fine Arts career exploration: Shakespeare Players/Author Visits

**Wellness & Physical Education: EXEMPLARY**

- The campus implements a Coordinated Approach to Child Health program and earned a Recognized or Exemplary rating on the Coordinated School Health Survey.
- The FITNESSGRAM assessment is administered to at least 90% of all students in grades 3-12.
- The campus has an active Coordinated School Health team.
- At least 95% of students have completed their required immunizations.
- The campus is designated as No Place for Hate®.
- At least one performance objective to increase health and wellness will be included in the 2017-18 Campus Improvement Plan.
- Community education programs: Healthy Texas Week/HEB Community Challenge, Marathon Kids/UT Volleyball Play day, Family Dance Night
- Staff fitness and wellness activities: Staff & Student Volleyball Play Day, Staff Development Day Mindfulness & Yoga, Health Risk Assessment
- Extra physical activities for students: Brain Breaks/Go Noodle, Adventure to Fitness/WOW

**Community & Parental Involvement: EXEMPLARY**

- The school has an active Parent Teacher Association.
- Opportunities to get involved: Designated Classroom Parent Sponsors, Field Trips, Track & Field Day/MARE Water Day
- Regular forms of communication: Living Tree Online Communication Platform, Campus Website/Principal’s Corner, Letters/Brochures/Surveys/Communication Folders
- Parent informational events: Monthly Principal Coffee, Open House: Meet the Teacher, Back to School Night
- Adult learning opportunities: Principal Coffee: Literacy & Dyslexia Awareness, Tech Night, School Nurse Communication to Address Health & Wellness
- Family Fun events: All School & Community Picnic, Arts By Bryker Woods, Bike to School Day
- Parent educational events: Principal’s Coffee: Literacy & Dyslexia Awareness, Principal Coffee: Mindfulness & Campus SEL Resources

**21st Century Workforce Development Program: EXEMPLARY**

- The school displays college pennants, displays diplomas/degrees of staff members, or participates in regular staff college dress days.
- The school provides students and parents, especially first-generation college students, information about postsecondary opportunities.
- Students have mentors from middle or high schools.
- Students at the school have access to Project Based Learning.
- At least one (1) performance objective to increase 21st Century Workforce Development will be included in the 2017-18 Campus Improvement Plan.
- College/Career events: “College Spirit Day”, STEAM Professional-led Activities
Second Language Acquisition Program: EXEMPLARY

- All students receiving bilingual/ESL services are supported by a certified bilingual/ESL teacher.
- The school provides expanded opportunities for students to learn Languages Other Than English.
- ELL and non-ELL students participate together in music, art, and PE classes.
- The school has an active Language Proficiency Assessment Committee that meets TEA expectations.
- At least 80% of campus bilingual/ESL teachers receive professional development in sheltered instruction.
- At least one (1) performance objective to increase second language acquisition will be included in the 2017-18 Campus Improvement Plan.
- TEA approved language program: ESL
- Opportunity for developing international relationships: Collaboration with visiting Chinese Teachers
- Cultural awareness programs/special events: Chinese with Meggie Language School: Classroom Hosts, All School Community Assembly: Chinese Cultural Performances, Collaboration with visiting Chinese Teachers

Digital Learning Environment: EXEMPLARY

- The school provides training for staff and activities or programs for students on how to recognize and prevent cyberbullying.
- Elementary students have access to computers for at least one (1) hour per week.
- At least one (1) performance objective to improve the digital learning environment will be included in the 2017-18 Campus Improvement Plan.
- Web-based learning opportunities: Think Through Math, A-Z Reading, iStation, Manga High, Pebble Go

Dropout Prevention Strategies: EXEMPLARY

- The school has an overall attendance rate of greater than or equal to 96.7% or made improvement over the prior year.
- All students identified as struggling in reading or writing are provided specialized instruction or intervention.
- The school provides training for staff and activities or programs for students on how to recognize and prevent bullying.
- The school has implemented a Positive Behavior Support system.
- Mentorship program: Panther Academy for Leadership
- Intervention support: Before/After School Reading, Math and Writing Interventions
- Activities to promote an emotionally healthy environment: No Place for Hate, Social, Emotional Learning, Responsive Classroom

Educational Programs for Gifted & Talented Students: EXEMPLARY

- GT Program Student Assessment: Exemplary
- GT Program Service Design: Exemplary
- GT Program Curriculum and Instruction: Exemplary
- GT Program Professional Development: Exemplary
- GT Program Family-Community Involvement: Exemplary
- Extracurricular enrichment activities: Math Pentathlon National Academic Tournament, Robotics/Chess Club
- Academic competitions: Duke TIP, Regional Science Fair, Math Pentathlon
- Parent and community outreach: Science Fair, Science Fair
AISD District Ratings

- Fine Arts: Exemplary
- Wellness and Physical Education: Exemplary
- Community and Parental Involvement: Exemplary
- 21st Century Workforce Development Program: Exemplary
- Second Language Acquisition Program: Exemplary
- Digital Learning Environment: Exemplary
- Dropout Prevention Strategies: Exemplary
- Educational Programs for Gifted and Talented Students: Exemplary
- Compliance: Yes
- Overall: Exemplary

How were the criteria for these ratings developed?

The legislation did not permit TEA to determine the criteria for these evaluations; criteria were to be developed by a local committee. The AISD District Advisory Council (DAC) was identified as the local committee.

October 2013: A DAC subcommittee made up of parents, teachers, staff, and community members met to discuss the new law and come up with a proposed framework.

December 2013: All district principals participated in workshops to help develop a list of ten indicators for each of the nine factors.

January 2014: Content experts were consulted to provide feedback and suggest improvements on the list of indicators. The DAC subcommittee reviewed the feedback and made modifications.

February 2014: The full DAC voted to accept the recommendation of the subcommittee. The proposed list of indicators was presented to Senior Cabinet, Principals, and Campus Advisory Councils.

March 2014: Community input was gathered through the district’s website. Feedback from these groups was integrated.

April 2014: The proposed plan was taken to the Board of Trustees for discussion and feedback.

The 2013-14 school year served as a baseline year for this process. In 2014-15, the DAC re-evaluated the list of indicators and decided to maintain them for an additional two years.

Austin Independent School District
Campus & District Accountability
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Accountability@austinisd.org • 512-414-9953

http://www.austinisd.org/cda/hb5-community-student-engagement