

7/17/14: FINAL

JCPS School of Innovation

**School of Innovation Design Competition Application
Jefferson County Public Schools
July 2014**

Project Name: K-5 Metro Museum School

Project Partners:

- Frazier History Museum: Paula Hale, Interim Director (founding partner; cultural council)
- Kentucky Science Center: Joanna Haas, Executive Director (founding partner; cultural council)
- Dr. Shalonda Gregory, JCPS Goal Clarity Coach (founding and education partner)
- Kentucky Museum of Art and Craft: Aldy Milliken, Executive Director and Chief Curator (cultural council)
- Blue Apple Players: Paul Lenzi, Executive Director (cultural council)
- Muhammad Ali Center (engaged cultural partner)
- Sons of the American Revolution (occasional cultural partner)
- Riverside, the Farnsley-Moremeyn Landing (occasional cultural partner)
- Louisville Zoo (engaged cultural partner)
- Actor's Theatre of Louisville (engaged cultural partner)
- Kentucky Center for the Arts (engaged cultural partner)
- Louisville Visual Arts Association (engaged cultural partner)
- Louisville Slugger Museum & Factory (occasional cultural partner)
- Portland Museum (occasional partner)
- K. Norman Berry Associates Architects PLLC (architectural partner)

Applicant Assurances

The applicant assures that its application does not contain any request to waive the following Kentucky Revised Statutes (KRS) or Kentucky Administrative Regulations (KAR):

- Any statute or administrative regulation related to health, safety, civil rights, or disability rights
- Compulsory school attendance requirements under KRS 158.030 and 158.100
- The Kentucky Core Academic Standards (KCAS) outlined in KRS 158.685 and 704 KAR 3:303
- Minimum high school graduation requirements, unless allowable under 704 KAR 3:305
- Compliance with requirements of the statewide assessment system as specified in KRS 158.6453
- Financial audit, audit procedures, and audit requirements under KRS 156.265
- Criminal background check requirements
- Open records and open meeting requirements
- Purchasing requirement and limitations
- Minimum instructional time requirements under KRS 158.070, except for a request to implement competency-based learning strategies and assessments that measure a student's mastery of curriculum standards regardless of the amount of instructional time completed

The applicant assures that it will respond to requests by Jefferson County Public Schools (JCPS) for additional information or clarification regarding the application submitted.

A handwritten signature in black ink that reads "Joanna S. Haug". The signature is written in a cursive style with a large loop at the beginning of the first name.

Project Leader's Signature

Date 7/17/14

Vision

The Metro Museum School represents innovative project-based pedagogy driven by active learning from **all participants:** students, parents, teachers, administrators and museum professionals. *Interest, joy, persistence, flexibility, self-regulation, engagement, and motivation to learn* make up the key dimensions of school readiness. They also describe the lifelong learners who are the administrators, curators, and educators in Museums. The Metro Museum K-5 School marries the dedicated educational professionals in JCPS with thirteen world-class area cultural institutions located on or near Main Street as well as the resources of as many as 105 Cultural Partners of Arts & Cultural Attractions group (ACA) organized by Greater Louisville, Inc,

The premise of the Metro Museum School's student experience is this: **The museums of Louisville, when in intentional collaboration with school faculty, can give children an expansive education with a firm foundation in fundamentals like science, history, ethics, language arts, math, visual and performing arts through first-hand and routine access to authentic objects, experiences and resources.** Our founding partners and many other cultural sites, as literal extensions of the classroom, actively engage students in museum learning utilizing real artifacts, objects, phenomena and experiences both within the museum setting and through museum professionals routinely visiting their classrooms. Students come into contact with the passion of scholarship and the richness of primary resources in the sciences, history, literature and the arts. Our curriculum, based upon the *museum learning model* will provide relevant structure and measure those critical thinking and problem-solving skills often not accounted for when assessing student performance.

Modeling the process museum educators and curators practice to educate, engage and inspire their audiences, Metro Museum School students will be the primary thinkers, talkers, and doers; teachers

become ‘facilitators’ who employ a variety of learning modalities to instill *interest and motivation* to learn for each student at their individual skill level and thus increase success. Through thoughtful collaborative planning with the museums, teachers will create and implement authentic formal and informal learning experiences that challenge students to strengthen and extend their critical thinking skills by exploring, analyzing, and drawing their own conclusions from their experience.

The *museum learning model* follows the actual processes and methods museum curators and educators have routinely employed for well over twenty-five years to develop and facilitate new learning experiences within their institutions. Just like museum curators explore a topic, researching and gathering information around a “Big Idea” that often takes the form of a provocative question to be answered or problem to be solved, students will work in teams to define a topic then plan and do an investigation to gather, analyze and interpret information, build explanations and define solutions. At least bi-annually, their work culminates in projects shared with the school, their families, and the broader community. These are unique representations of their learning that parallel museum displays such as interpretive media, artistic presentations, interactive exhibits or artifact-based theater. These culminating projects demonstrate that students have gained content knowledge within a relevant context, generating the critical interest and motivation needed to explore key principals and grapple with possible solutions.

The result? Students who can think critically; who will be able to apply what they know to new situations, will understand content more deeply but also learn how to take responsibility and build confidence, solve problems, work collaboratively, communicate ideas, and be creative innovators. We know that the Common Core and Next Generation Science Standards, and other education expectations,

emphasize real-world application of knowledge and skills, and the development of the 21st century competencies such as critical thinking, communication in a variety of media, and collaboration. Our curriculum will provide an effective way to address such standards.

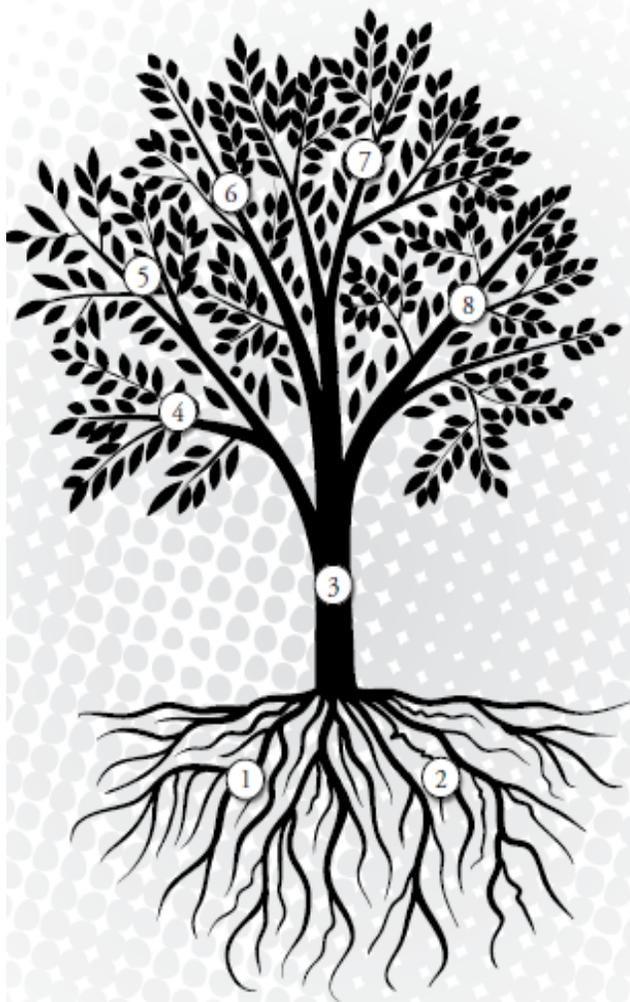
We support Jefferson County’s Vision 2015

<p>Increased Learning</p>	<ul style="list-style-type: none"> • Innovative pedagogy incorporating informal learning and project based learning methodologies with Kentucky Core standards • Cultural resources provide opportunities for student access to authentic real-world objects, experiences, and challenges • Cultural and business opportunities and integrated, experiential and relevant experience embracing the whole child
<p>Graduation and Beyond</p>	<ul style="list-style-type: none"> • The seeds of ambition to succeed in school and go on to become “career and college ready” are sewn through active business and career focused opportunities • High expectations to succeed instill a spirit for lifelong learning that motivates and prepares for post-secondary education
<p>Involvement &Engagement</p>	<ul style="list-style-type: none"> • Business and community stakeholders support the work of the cultural resources through strategic sustainability efforts • Community support systems are comprehensive and active, bolstering students’ academic, behavioral and social needs
<p>Safe, Resourced, Supported and Equipped Schools</p>	<ul style="list-style-type: none"> • Active, comprehensive community support systems bolster, students’ academic emotional, behavioral and social needs • Ongoing family engagement builds constructive involvement between parent and child in their learning journey. • High-quality instruction strengthened by ongoing teacher professional learning opportunities produce innovative and creative facilitation methods

In as much as a tree cannot grow and flourish without the inter-relationship between its parts, our school’s visionary function is built upon active community engagement:

The community as educators:

Driven by unprecedented access to authentic objects, experiences and resources, students experience the innovative pedagogy of the informal learning experts



1. Cultural resources provide opportunities for student access to authentic, real world objects, experiences and challenges

2. Business and community stakeholders support the work of the cultural resources through strategic sustainability efforts.

3. Museum Learning Model, incorporating informal learning and project based learning methodologies, assimilates Kentucky Core Academic Standards with cultural and business opportunities to create a totally integrated, experiential and relevant student experience embracing the whole child.

4. Family engagement is driven by effective systems that build constructive involvement between parent and child in their learning journey.

5. High-quality instruction strengthened by ongoing teacher professional learning opportunities produce innovative and creative facilitation methods.

6. Community support systems are comprehensive and active, bolstering students' academic, emotional, behavioral and social needs

7. The seeds of ambition to succeed in school and go on to become "career and college ready" are sewn through active business and career focused opportunities

8. High expectations for all students to grow and succeed.

A Different Approach to Address Student needs

Our school district is dedicated to increasing student achievement and closing the achievement gap. But they face many challenges: the growing diverse population in schools, increasingly low student achievement in clusters of schools, poverty, and inequity between student groups. According to the most recent K-PREP JCPS district report card and the Equity Scorecard there is implied need for a change; a non-traditional school in the sense that it does not offer what current schools in the district offer. The Metro Museum School presents such a model.

Schools within museums and museum/school partnerships are not new concepts. From the high school housed within the Henry Ford Museum in Detroit to Bloomfield Connecticut's *Museum Academy* for pre-k through 5th grade or the preschools of the Science Center of Iowa and Orlando Science Center – the model is successful and growing. A noteworthy exemplar with a very successful track record of closing the student achievement gap is the *New York City Museum School*, comprised of a student population of which 13% is white and where 75% of its students qualify for free lunch. It boasts a 95.5% graduation rate and nearly 91% of its high school students are rated ready and prepared for college. Its curriculum provides every student with an academic foundation integrating specialized courses in the school's partner museums and cultural centers around the city, culminating in unique final presentations.¹ The common denominator to such models is a fully integrated curriculum, created jointly with cultural partners, that allows students to utilize the same skills and methodology used by museum curators and educators- a methodology which establishes the Metro Museum School as a model for innovative pedagogy within our district and state. Even schools which are not declared "Museum Schools" but boast an innovative approach to education and have achieved remarkable results employ museum-learning strategies. Of note is the Harlem Children's Zone *Promise Academy* which instills into its curriculum the importance of cultural literacy through regular exposure via cultural partnerships to museums and the arts, and employs culturally responsive, project based teaching.²

The Museum Learning Model

Museums, science centers, zoos and other informal learning environments have not only incorporated problem or project-based learning (PBL) into their educational pedagogy, but it could be argued that they have been at the forefront of this methodology since the early 1980's, building on the foundational research of informal educators such as Frank Oppenheimer, the founder of the famous Exploratorium in

San Francisco.³ A decade later a growing body of research revealed that visitors to informal settings were more likely to acquire key affective qualities such as interest and motivation, and actually learned from a museum experience. By the late 1990's the formal education community took notice.⁴

Combining 'museum-based learning' and its inbuilt framework of problem-based learning with culturally responsive teaching (using the cultural characteristics, experiences, and perspectives of ethnically diverse students as conduits for effective and personally meaningful teaching⁵ creates a pedagogy open to a variety of learning modalities. Students pull from both their informal and formal learning experiences to demonstrate their learning through a specific task in which they create a product (i.e., a museum exhibit) or perform a demonstration with defined conditions; thus opening a direct access for the teacher to assess student understanding and proficiency. Additionally, in "Why Race and Culture Matter in Schools: Closing the Achievement Gap in America's Classrooms" Tyrone Howard notes that "one of the many problems with traditional means of measuring student performance in schools is that they fail to recognize how students exhibit leadership skills, creative and artistic ability, initiative in analyzing tasks, risk taking, persuasive speaking, consensus building, resiliency, and emotional maturity." He also notes that many of our schools are not structured to allow student to express these skills and show their "intellectual prowess."

School Design Components

With an ideal location on Museum Row, students are within walking distance to regularly utilize museums, cultural institutions and businesses within their "downtown campus." For example, when learning about the American Revolution students will walk to the Frazier History Museum to examine primary source artifacts in the "Claiming North America" gallery. Stories behind the objects will come

to life when students meet “Molly Pitcher” (Heroine of the Revolution) during a live performance and discussion time with one of the Frazier’s Historic Interpreters (actor/historians). Our students will discover the joy of experimentation and problem-solving with the interactive exhibits and programs of the Kentucky Science Center, explore humanities through self exploration and wellness with the Ali Center, analyze social culture and art with KMAC, or express complex concepts and ideas through performance theater with the Blue Apple Players. Working directly with museum professionals, resources, objects and artifacts several times a week and with museum visits regularly scheduled, students learn to use the cultural resources the way museum professionals do. Museum collections offer evidence, illustrate ideas, stimulate curiosity, provoke questions, and suggest new ways of presenting knowledge. Classroom instruction is reinforced with museum-based projects that are both developmentally appropriate and matched to state standards. In these studies, students explore, apply and create knowledge in the context of individual and group learning.

Framing the student experience

Imagine a learning environment that combines the energy of a dynamic children’s museum with a real-world ‘learning laboratory,’ with museum resources as the object of study and as the outlet for concept application: museums and classrooms are parallel learning environments and the community is the campus. Whether engaged in ‘learning expeditions’ at a museum or interacting directly with a museum educator and/or resources in their classroom, students work on an in-depth curriculum-based project with their teacher and a museum curator or educator. Students are confronted by primary source idea - an authentic object a scientific phenomenon, or an artistic interpretation. Then they undertake the ‘museum learning model’ in which they apply their classroom concepts and content to explore, analyze

and question, synthesize, model, present, and reflect. This project culminates in a presentation or ‘interpretive representation’ offered to other students, teachers, parents, and museum audiences as well.

Like actual museum educators and curators do, students will define the project, they will establish the questions that need to be explored and the solutions that need to be found, and they will determine the desired outcomes. They create the work plan, they research, analyze and interpret information and they uncover and apply that information to the project. Students develop and test solutions, build models that express their ideas, argue and defend their solution with teammates, and arrive at a solution or finished project. As part of their concept application process, students utilize literacy, history, math, science, technology, art and design to not only create the finished project but develop its budget, research and develop interpretive methods, perhaps even draft the marketing plan!

An active collaboration

The Metro Museum School is a collaboration, and cultural partners are expected and committed to playing a proactive role in creating and maintaining the student experience. To that end, a Cultural Partner Council, comprised at the time of this writing of representatives from Blue Apple Players, Frazier History Museum, Kentucky Museum of Art & Craft and Kentucky Science Center, along with the school principal, community liaison, parent representatives and several faculty representatives, will form a School-Based Decision-Making Council (SBDM) to, along with the customary duties of an SBDM, coordinate the efforts to fully integrate cultural resources as intended and help successfully link the school and its students/teachers with the broad array of supporting cultural organizations and individuals in/around the region. A seat on this council is an ongoing role and it presumes that each named organization dedicates, annually, a specific individual to serve in this liaison capacity. This

person is assigned to work actively both with the school and with community partners in order to ensure effective, ongoing cultural partner integration; to be actively involved in annual planning of curriculum and student experience each school year. This ensures that community cultural partners are brought to the planning table in the most appropriate ways in order to leverage specifically relevant expertise or assets based on course of study and to uphold the pedagogical intent of the Metro Museum School.

Engaged Cultural Partners are those who have been actively involved in the dialogue and planning of the Metro Museum School during the School of Innovation Competition phase, and those whose Boards of Directors have offered a pledge of support for seeing the school successfully launched and sustained. At the time of this writing, “Engaged cultural partners” are: Actor’s Theatre, Blue Apple Players, Frazier History Museum, Louisville Visual Arts Association, Louisville Zoo, Muhammad Ali Center, Kentucky Center for the Arts, Kentucky Museum of Art & Craft, and Kentucky Science Center. These “engaged cultural partners” will have routine and ongoing links to the school curriculum and student experience, by offering some combination of building access, programmatic support, teacher support, content expertise, or physical assets that elevate student course of study. Annually, “cultural partner agreements” will be developed and valued, based on specific scope of services in order to provide reasonable compensation to cultural partners for the services and resources provided within this plan. Additionally, other cultural partners – Occasional Partners- will engage with the Museum School on an as-needed basis, driven by specifics of the curriculum modules. These are institutions are no less enthusiastic about the school concept, but they may be farther away in proximity or may have more specialized content offerings relevant only to specific topics or themes. At the time of this writing, Occasional Partners include Sons of the American Revolution, Portland Museum, Riverside: Farnsley-Moremon Landing, and many others who will likely be linked situation-by-situation to the school.

“Tisha’s Experience” at the Metro Museum School

How does this approach play out in a typical ‘day in the life’ of a museum school student? Tisha is a 3rd grade student at the Metro Museum School. Ms. Jones, her facilitator, introduces a quote from one of Tisha’s favorite authors, Dr. Seuss: “Today you are you! That is truer than true! There is no one alive who is you-er than you!” That is the theme that Tisha and her classmates will investigate to create an interpretive exhibit.

Tisha’s Journey | One Day in the Life of a Museum School Student

Meet Tisha

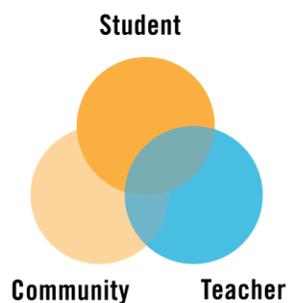
3rd Grader @
Metro Museum School



“Today you are you!
That is truer than true!
There is no one alive who
is you-er than you!”

– Dr. Seuss

= **Theme**
One World. One Us.



01 Concept Question: ?

How alike, and different, are we?

Tisha's team spends time thinking about ideas that come to mind when they think about what Dr Seuss was trying to say. They believe he is saying 'We are all unique'. They wonder what makes us unique? With teacher, they map concepts and ideas needed to answer this big question. An educator from Louisville Visual Art helps them explore ideas and create messages—just like curators do for an exhibit!

02 Planning & Investigating

Tisha's team has many questions, and they plan an investigation. They will be visiting two museums within one block of school!

What was Dr. Seuss trying to say? How does our past affect that we are? How do we express our uniqueness artistically? What can we learn about uniqueness from other animals? How does the form and function of our bodies make us unique?

03 Student Exhibition

Tisha's class finishes their day with an exhibit theme: One World, One Us. They begin exploring, designing, and creating things for a student exhibit. But most of her time is spent researching and developing ideas to be turned into displays. As Tisha learned, it is important to know what you want to communicate first, and why!



As Tisha continues to work through her module, she interacts with and learns from museum professionals, incorporating their objects, images, ideas and experiences into her learning journal

Tisha's Learning Module

01 Week 1: Student Inspiration - and questions!



Tisha and her fellow students think about and explore ideas about the quote from Dr. Seuss.

Questions, questions, questions! Tisha's class spends significant time exploring questions to be answered.

They agree on a main idea: We are all unique. (But what makes us unique? We have much in common, too). Their theme: One World, One Us.



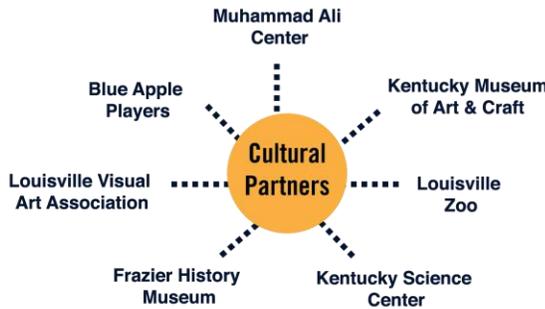
02



Week 2: Planning, Planning

Museum educators help Tisha create a concept map. Using post-it-notes, they link the ideas and questions together to form a narrative – or what museum educators call a Verbal Storyboard!

The students' narrative defines the cultural partner resources they will access to develop their exhibit theme.



03 Week 3: Investigating & Analyzing



How alike and different are we? Tisha's class starts their investigation with... themselves. They observe likenesses and differences among each other.

Then, they meet on the rooftop garden to explore characteristics of plants. Even the same plants are different when you look closely!



Important to take careful notes while investigating! Why? Because her class will create models like this lego profile that represents the different characteristics of her class.



04

Week 4: More Investigating, More Analyzing, More Thinking

Tisha's experience doesn't stop when the bell rings. At home, she talks about her day with brother and Aunt Ruth. Together, they make a new entry into Tisha's journal, pasting pictures from magazines that show how all colors of people can be alike and different.



Tisha keeps an inspiration board in her room. Her family adds to her vision with newly discovered words and ideas – she pins the family's visit to Kentucky Museum of Art and Craft – Tisha loves sharing her ideas!

05

Week 5: Designing the Exhibit!

Tisha learns from museum educators about different ways to design experiences –it's more than just building displays. They are 'delivery methods'. A visit to the Kentucky Science Center included seeing 16 delivery methods. For Tisha, easy-to-read signs is an important method.

Tisha's exhibit will include signs and drawings that will help kids understand how people and other animals can be both alike and different. Next, her class is off to the Louisville Zoo!



At the Zoo, an educator allows Tisha's class to touch a big toad and a frog. Using their journal observations, the Zoo educator builds a Ven diagram illustrating common attributes. This diagram will become another museum model for learning.

06
08

Week 6-8: Building the Exhibit:

Tisha's class explores the "World" exhibits at Kentucky Science Center and cool actors from Blue Apple Players give a performance that helps explain complex ideas like human diversity. Curators from the Frazier bring artifacts showing differences in native cultures. Museum artists, educators, and designers help Tisha's class thoroughly explore and interpret their exhibit theme



A display Tisha is very proud is the journal and inspiration board that she, Aunt Ruth and her brother produced. Her board communicates ideas she learned from the Ali Center: Much of what makes us unique is what we believe in!

★

Opening Day!

The final product. Tisha's Aunt Ruth volunteers to help Ms Jones and her students set up the exhibit components.



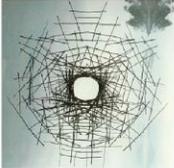
Better yet, students from all grades also contributed to the exhibit, each focusing on a grade level-appropriate quote as inspiration for their experience and design



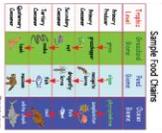
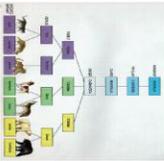
Teacher/ Museum Collaboration

While the Metro Museum School will base its innovative curriculum on its *museum learning model*, interviews with other museum schools across the country indicate the critical importance that the model be actively and regularly informed and shaped by the expertise of the teachers involved so that cultural educators in turn learn from and incorporate their best practices into cultural programs and services. To that end the Metro Museum School will form A Professional Learning Community: comprised of cultural educators, teachers, the Community Liaison and Parent resource coordinator of the Metro Museum School, weekly team meetings will be used to share content, ideas, and practices; report on student and family progress and assessment and make any course corrections needed to meet students' needs. Goals, objectives and outcomes of content and methodology established at the start of the school year will be continually revisited to keep the curriculum on track. Additionally, Museum School faculty will provide professional development training for museum educators who will work both in the school classroom and facilitate their on-site student expeditions. And museums will hold annual 'a day at the museum' workshops for all school staff; from the principal to the janitor, this day long museum 'crash course' will introduce everyone to what museums do and how they do it, ensuring institutional buy in from the entire school staff. The outcome will be a seamless and integrated student experience.

Curriculum Guide | Primary Source Material that fosters individual learning

Week	Concept	Frazier Museum	Louisville Visual Art Association	Louisville Zoo	Kentucky Science Center	Kentucky Museum of Art & Craft	Muhammad Ali Center
11-10	<p>My Body My World</p> <p>"What I'm looking for is not out there, it is in me."</p> <p>— Helen Keller</p>	 <p>Examine primary source artifacts that demonstrate methods of protection for the human body (medieval armor, Native American clothing, cowboy gear, Samurai armor, prairie bonnet).</p>	 <p>Create a contemporary family crest in clay relief or cubist slab self portrait.</p>	 <p>Study family structures from other animal groups / animal survival -adaptations physical and behavior</p>	<p>The size of us and the flexibility of our skeletons and muscles define the size and shape of things</p> <p>Our things are all specifically designed to take advantage of 5 fingers, an opposable thumb, nerve (temp/pressure) sensitivity</p>	 <p>A self portrait painting by Gaele Erwin. Paint a portrait that represents your view of the world</p>	<p>Practical Living. Social interaction skills and conflict resolution.</p> <p>Healthy foods, healthy activities, healthy sleep.</p> <p>Design healthy balanced meals.</p> <p>Develop physical activity programs that address different facets of fitness. Discussions/ debates using 12 tools of conflict resolution.</p>
11-20	<p>Landscape and the Natural Environment</p> <p>"Nobody can discover the world for somebody else. Only when we discover it for ourselves does it become common ground and a common bond and we cease to be alone."</p> <p>— Wendell Berry</p>	 <p>Hands-on workshop where students examine reproduction tools and objects from pioneer Kentucky; discussion focuses on the use of natural resources, how tools and objects were used to overcome environmental hardships, and how these actions impacted their surroundings.</p>	 <p>Field trip to the Fall of the Ohio to collect driftwood/natural objects to create an environmental sculpture. Moss Graffiti, Garden Art... Study Andy Goldsworthy / Todd Smith.</p>	 <p>Investigate Habitat, Eco Systems. You and your backyard - World around you - water cycle, climate and weather.</p>	<p>What would you see in the Ohio Valley 4 million years ago? Use display and models in science museum to compare and contrast geological formations.</p>	 <p>Kentucky Landscape by Harlan Hubbard. Observe your Landscape and paint using the concepts of foreground and background.</p>	<p>Geography and people. How does where we live influence who we are, what we do, and the communities we live in? Given a randomly assigned geographic environment, create a collage of what people might wear, what kind of houses they might live, and what kind of mwork they might do.</p>

Curriculum Guide | Primary Source Material that fosters individual learning

Week 21-30	Concept	Frazier Museum	Louisville Visual Art Association	Louisville Zoo	Kentucky Science Center	Kentucky Museum of Art & Craft	Muhammad Ali Center
<p>The Journey Process and the Product</p> <p>"Art enables us to find ourselves and lose ourselves at the same time."</p> <p>—Thomas Merton</p>	 <p>Sword belonging to the 2nd signer of Independence, Dr. Josiah Bartlett</p>	 <p>Artistic process is creativity in motion. Study technical and emotional processes of art through the elements and principles of design / linked to literature (poetry, spoken word...)</p>	 <p>How birds build their nests, Migration patterns and ritual - life cycle & food web</p>	<p>What we perceive (Brain) as appealing and not appealing - shape, form, color, arrangements, sound and patterns. Differs by culture, by trends, influenced by technological advances</p>	 <p>An artwork by Ron Isaacs. Discuss narratives and the creative process in contemporary art. Create artwork that tells a story.</p>	<p>Arts and Humanities: The arts reflect beliefs, feelings, and ideals, and experiencing the arts of various cultures can provide insight into those cultures and their people. How do the arts influence our society and impact our own lives? Choose a writer, musician, or artist. Present to the group what their art says about their cultural heritage. And tell the group how they affected their historical and cultural environment.</p>	
<p>How do we organize?</p> <p>"Nothing in the world is more dangerous than sincere ignorance and conscientious stupidity."</p> <p>—Martin Luther King, Jr.</p>	<p>Explore the American journey toward independence: the process leading up to the creation of The Declaration of Independence and the product it created, a sovereign nation.</p>	 <p>Organize objects in school (one shelf in the library) arrange Mean Median and Mode. Use photo to document- study Andreas Gursky</p>	 <p>Biological and Species Classification (Species, Genus, Family, Order, Class, Branch, Kingdom)</p>	<p>Our ability to process inputs, make sounds/ recognize patterns (words), think abstractly and imagine, and to learn, define how we communicate.</p>	 <p>Discuss the color wheel and how we organize colors into categories, order and even moods. Create an artwork that involves choosing a color scheme like analogous or complimentary.</p>	<p>Government and Civics. Rules and responsibilities. The role of citizens and the rights of citizens. Social groups and social movements. How nations change and grow. Choose an individual that took action to change something around them. Make a diagram on a display board. What were the root problems? What were the institutions in play? Why was change needed? Who defended the status quo? What were the desired outcomes?</p>	
<p>Making a difference. Looking through the eyes of another</p> <p>"Rivers, ponds, lakes and streams - they all have different names, but they all contain water. Just as religions do - they all contain truths."</p> <p>—Muhammad Ali</p>	 <p>Meet a historical figure portrayed by a Frazier Museum actor through one of our +100, first-person narrative performances that span over 1,000 years of history; post-performance discussion focuses on various perspectives of the same historical event.</p>	 <p>Working with the Festival of Faiths to create an exhibition of religions and culture artifacts of religions in Louisville</p>	<p>How do our eyes work? What would the world look like if we couldn't see color? Or define depth? anatomy-the rods and cones within our eyes are designed to see/interpret color in visible light; help with depth perception</p>	 <p>Study artists like Vik Muniz that use recycled materials in their work. Create a sculpture or 3D work of art using recycled materials and found objects.</p>	<p>Cultures and Societies. What makes us different? What makes us the same. Cultures reflect the values and beliefs of groups in different ways and influences viewpoints, rules and institutions. Given a random attribution of diversity characteristics, describe a day in your life.</p>		

Family Engagement

Family/parental involvement is an integral component of our students' daily life. Our commitment mirrors the US's recognition of the importance of parent involvement in closing the achievement gap through its mandate that all Title 1 schools have a formal parent/school compact. Our school is also committed to developing in our parents a habit of active involvement in their child's education; an involvement specifically designed to prepare them to apply for later participation in the [Kentucky] "Governor's Commonwealth Institute for Parent Leadership" developed by the Prichard Committee for Academic Excellence. Both mandated parent compacts and the purpose of the Governor's Institute reflect the body of research showing that the most effective parental involvement initiatives are those that engage parents in working directly with their children on learning activities at home and that sustained involvement at every level—advocacy, decision-making and oversight roles, as fundraisers and boosters, as volunteers and as home teachers result in as much as a ten-fold improvement in their children's school achievement.⁶

Parent trainings and resources combined with ongoing guidance and support not just from their child's school but from the community do result in increased levels of at-home involvement in learning activities and in modeling effective learning behavior and guidance for their children.⁷ The Prichard Committee for Academic Excellence finds that the most effective schools are those that are not just student friendly but family friendly. "When schools welcome families, establish personal relationships between and among families and staff, help parents understand how the system works, and encourage family-staff collaboration to improve student achievement, students do better in school, and the school works better."⁸

The Metro Museum School, along with incorporating pertinent aspects of the Kentucky Department of Education’s *Parent Involvement Checklist*, intends to frame its parent engagement plan around the “Framework of Six Types of Parent Involvement,” developed by Joyce Epstein of John’s Hopkins University, adopted by the National PTA and subsequently utilized by many states and/or school districts around the country:

Type	Epstein’s Framework	Metro Museum School plan
PARENTING	Help all families establish home environments that support students through parent education and training, resources, family literacy	Home visits, parent classes and kits, parent resource center, school-parent compact. ‘Family-friendly’ school culture: clear wayfinding signage, parent help desk @ entrance; standards of welcoming behavior for all staff
COMMUNICATING	Design effective forms of school-to-home and home-to- school communications regarding school programs and student progress which include parent conferences throughout the year, regular schedule of phone calls, newsletters.	Parent website portal, school/ parent compact, calendar of parent conferences and phone calls. PTA / annual meeting; Parent advisory committee. Student work on display; family liaison connects teachers to families with language/ culture barriers
VOLUNTEERING	Recruit and organize parent help through school/classroom volunteer programs, establish and maintain a family resource center	Parent Resource Center managed by parent volunteers; teachers / administrative aids, Family Liaison positions, plan and host family events and school improvement projects. Parents in classrooms
LEARNING @ HOME	Provide information to families about how to help students with homework and other school related activities, decisions and planning. Information on homework policies and how to monitor and discuss homework. Provide information to families on skills required for students in all subjects at each grade, on homework policies and how to monitor and discuss schoolwork at home; encouraging family participation in setting student goals each year	“Parents as Equal Partners in Learning”:Parent home resource kit and curriculum guide, parent workshops; child development training; parent portal; parent conferences, home visits, ‘Train the Trainer’ parent leaders; community open house, frequent teacher/parent initiatives; diversity training for teachers

DECISION- MAKING	Include parents in school decisions, developing parent leaders and representatives through active PTO or other parent organizations; form committee for parent leadership and participation	Parents participate in compact development and annual assessment; curriculum development workshops, learning at home initiatives; PTA with subcommittees
COMMUNITY COLLABORATION	Identify and integrate community resources and services to strengthen school & family practices and services, student learning and development by providing info to students and families on community health, recreational, cultural and social support. Provide information on outside of school programs that link to learning skills and talents.	Integrated curriculum with ongoing participation from cultural partners. Business supports ongoing financial /resource support for long-term school sustainability. Annual open house brings community resources, local tech schools and universities/families together; summer internships for teachers/ facilitators; summer camps with cultural partners.

The Metro Museum School centers its parent involvement strategy on Home Learning. As decades of research has shown, parents who reinforce school instruction at home, and extend the learning experience effectively (read to their children, recognizing ‘teachable moments,’ have books and other learning resources readily available, guide TV watching, trips to informal learning environments, etc) contribute greatly to student achievement and set the course for a lifetime of effective learning habits ⁹ Thus, the Metro Museum School will stress the importance of behavior modeling, encouragement, and expectation in that families will be encouraged to establish a daily family routine and rules that includes time for reading, quality family time and homework; encourage their child’s progress in school, monitor out of school activities, model the value of learning, self-discipline and hard work, express high but realistic expectations for achievement.

Needs Assessment: Why a Metro Museum School?

Culturally responsive, project-based learning combined with active community engagement are strategies museums have employed for generations to inspire and engage millions of people. It is natural therefore, that they are the foundational strategies of our proposed model.

Jefferson County is the most racially and economically diverse school district in the State. However, these students are often disenfranchised by traditional teaching methods which deliver a primarily ‘one size fits all’ pedagogical perspective that depends solely on extrinsic motivators – ‘rewards’ to drive achievement. The same teaching methods applied in the more affluent eastern half of Jefferson County are used in the economically challenged west side. Why? To ‘even out the playing field’ among students to ensure all receive the same education. Moreover, JCPS’ s desegregation plan assigns students to schools based upon the ‘cluster’ in which the family resides; there is no guarantee a student will be enrolled in his neighborhood school but could be enrolled in a school many miles away. The result? A dynamic mix of race, ethnicity, and economic levels all treated to the same, homogenous student experience. And while a large body of research overwhelmingly shows the benefits of desegregated schools, those benefits are only achieved if teachers are trained to teach to the distinctive traits of minority students. Treating all students equally without recognition of cultural differences often yields a situation such as this:

“For example, one person working at a task feels frustrated and stops, while another person working at the same task feels joy and continues. Yet another person, with an even different set of cultural beliefs, feels frustrated at the task but continues with increased determination. What may elicit that frustration, joy, or determination towards the same task may differ across cultures, because cultures differ in their definitions of novelty, hazard, opportunity, and gratification, and in their definitions of appropriate responses. Thus, the response a student has to a learning activity reflects his or her culture.”¹⁰

In 2011, an audit of JCPS’ s desegregation plan produced this caution:

Jefferson County has a number of training activities that challenge prejudice and produce culturally sensitive teaching. Sometimes such training inadvertently creates oversimplified racial and ethnic stereotypes about learning styles of entire racial groups and creates resentment. ... We recommend that the potential academic benefits can be enhanced by giving teachers and principals the opportunities to master research-based techniques and build productive interpersonal relationships across student subgroups. Many teachers believe that this can be done simply by treating all students the same and ignoring their race and ethnicity, and by letting their class organize itself in study groups, etc. without any plan for integration. Often professional development focuses on racial prejudice, but

*does not provide teachers with useful research-based tools about making diverse classrooms function more equitably and productively, techniques that improve both student attitudes and achievement.*¹¹

Ironically, museum learning is based on the unique needs of its visitors. It recognizes the critical role emotion, motivation, and intrinsic reward play to inspire and engage its visitors. Museum learning accommodates the dynamic mix of class, race, ethnicity, age, religion and gender by recognizing that each visitor is unique, that learning happens primarily as a result of *a positive emotional experience*. That emotion influences motivation which in turn leads to an intrinsic reward. Engagement is the visible outcome of motivation, the natural willingness to direct energy and effort in the pursuit of a goal. Our emotions influence our motivation. In turn, our emotions are socialized through culture—the deeply learned confluence of language, beliefs, values, and behaviors that pervades every aspect of our lives.¹² To ignore the role of culture, to be unresponsive to it, creates a backward cascade—no emotional engagement, no motivation. The Metro Museum School’s commitment to ongoing teacher training in culturally responsive instruction makes our school unique, needed, and responsive to individual student needs—at the Metro Museum School, students are not treated equally; they are treated fairly.

Museum learning is based in constructivism, inquiry and problem -based learning. And research in learning in *informal settings* is extensive, as noted in the two National Research Council’s seminal publications: “Learning Science in Informal Environments” and its follow up “Surrounded by Science” which cite growing data proving museums are effective learning environments, and in fact have profound impact on the cognitive and affective gains among visitors.¹³

A recent study revealed data confirming that students from rural and high poverty schools benefit even more than mainstream students from visiting an art museum in critical thinking, historical empathy,

tolerance , and interest.¹⁴ According to the National Art Education Association, creativity and innovation, skills promoted through the arts, help children form mental images to solve problems - an asset to architects, surgeons, engineers, and scientists.¹⁵ Finally, as Ben Garcia concludes in his argument for formal museum/school partnerships: “That museums should serve school audiences is beyond question. Formal and informal educational environments –schools and museums-should serve as the yin and yang of learning in a healthy community: equally necessary for education of the whole person.”¹⁶ In formal environments the research is more limited due to the varying definitions, however, the research that is available is reliable, valid, and it identifies a positive correlation between it and student achievement in that project-based learning impacted equity; the link between student performance and student economic level disappeared in project-based schools.¹⁷

Community engagement is the foundation on which successful museums depend, and it is an effective strategy to promote student success and essential part of increasing student achievement.¹⁸ It is critical for schools to build relationships with parents and community members. Family engagement is a shared responsibility of families, schools, and communities for student learning and achievement; it is continuous from birth to young adulthood; and it occurs across multiple settings where children learn.¹⁹ Parents and community members can serve as additional resources to the school as supports for teaching and learning.²⁰ In the case of our fictional student “Tisha,” it plays out something like this:

SCHOOL

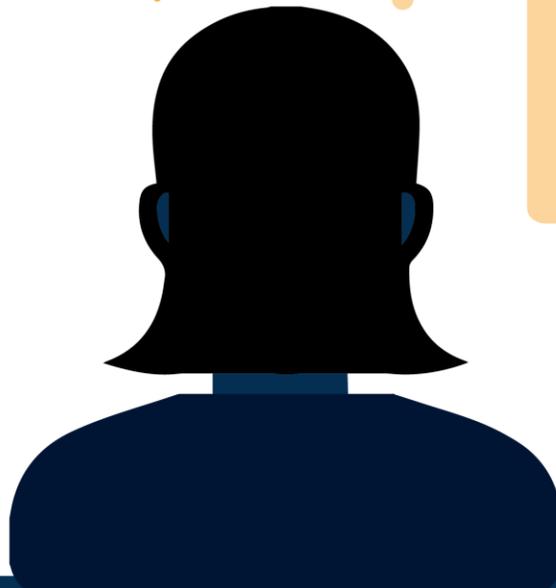
My teacher introduced the curator at the Frazier Museum who brought Native American things to study. I learned their stuff is called 'artifacts' and they hold valuable clues about the people who made them, helping me understand Native American life in Kentucky. Ms Jones asked us to plot on a Kentucky map where the objects were found; we then studied photos and illustrations that explained the different habitats (another new word, I learned).

MUSEUM

At the Louisville Zoo, we visited the Gorilla Forest to explore animals close to us. I found out we are primates, too, but gorillas can be 'unique' just like we are. Since we share one world, we discussed what humans and gorillas have in common. I saw a gorilla close-up, and it's amazing how much they look like people, especially in their family groups. A zoo educator showed us gorilla skeletons and tools they use to find food. I discovered we are like gorillas, but we have opposable thumbs and gorillas do not. If we were built differently, what would our world look like? What type of clothing and shelter would we create?

HOME

After school, my aunt, brother and I made new entries into my journal. I put a picture of my instructor at the science center, and then we posted pictures I collected from the community room at school to create my idea board. I have two ideas for our museum exhibit and together we made an idea vision board to share with my classmates. My aunt even added her own ideas!



A new initiative spearheaded by the *Museum School of Avondale Estates* in Decatur Georgia is a clear indication of the success of the museum school movement: a nationwide Museum School Network. Uniting more than thirty museum schools across at least ten states, the association will share best practices for boosting student achievement with educators and administrators across the nation.²¹

Student Recruitment

The goal of the Museum School is to fully represent the Metro population within the School's student population, with a full array of diversity that is not regionalized or weighted in any contrived manner. We do not want the Metro Museum School population to seem (or be) comprised of only well-resourced families – we wish to be accessible to all and to serve an eclectic mix of students from Metro Louisville. As such, student recruitment will be achieved using a random draw that will give every child who applies an equal chance to attend. Conversations with other museum schools have revealed that lottery-type programs are successful in ensuring diversity; the Museum School therefore sees every reason to imitate this model. This plan would not target any specific group of students, but rather target all students.

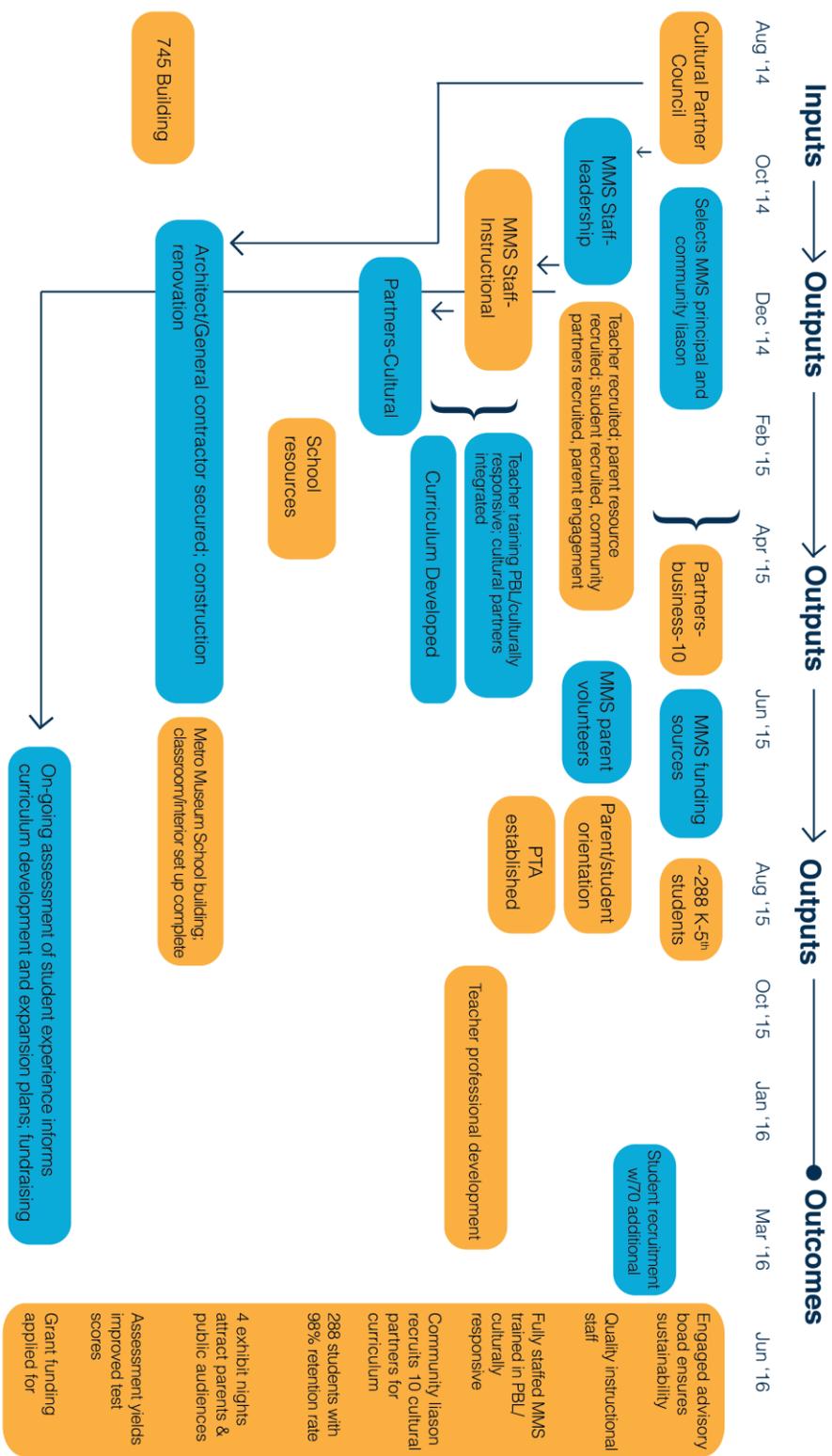
For the opening year of the Museum School, student recruitment will begin in October. Since this will be a new school, fliers will be sent out to local preschools, community centers, and churches. In addition, the school principal and/or other faculty members will visit preschools and community centers to do active recruitment. Key to this plan is an annual community open house featuring information sessions which will immediately precede the posting of applications in December via the JCPS application portal. (During planning year open house will be held in the Kentucky Science Center's Science Education Wing of the 745 Building). The blind lottery is completed in March with parent notified of acceptance in April; parents are expected to attend mandatory parent meeting in May where

they will be provided with the family/parent charter or contract, packets of information pertaining to the school, and a reference packet for the incoming student to review over the summer.

School Resources: Logic Model & Timeline

The logic model below illustrates the relationship between community, school, and museums with a series of outputs / milestones during planning and anticipated outcomes as of the end of the first year of operation:

Logic Model



Year 1: August 2014-July, 2015

week	Aug-Oct	Nov-Jan	Feb-Apr	May-Jul
1		Principal and community liaison visit preschools and community centers	Principal, cultural partner council and selected teachers begin curriculum planning	Parent meetings Curriculum development continues
2	Metro Museum School proposal selected by JCPS	745 renovation floors 2-5 continues		
3	Advisory Board created comprised of Cultural partner Council and JCPS education leadership	Community Liaison has secured MOU's with Cultural partner council members; Engaged community partners		Curriculum at 75% complete, additional community resources identified; MOU's established as needed
4	Advisory Board meets	Community Open House in 745 SEW; Elementary Showcase invites K-5 students to apply for enrollment via blind lottery		Metro Museum school establishes its PTA; first meeting
5	Selection criteria for school principal and community liaison developed RFP for architect / general contractor selection	Student blind lottery application process opens Recruitment process for assistant principal, teachers and parent specialist begins	Student lottery applications close	Curriculum substantially complete, cultural partner review
6				Administrative / office staff hired Materials and supplies ordered
7				FF&E installed; classrooms set up, offices established
8				Curriculum development complete
9				Museum 'crash course' for school staff
10	Student recruitment begins with the distribution of flyers			Curriculum informal assessment methods devised
11	Advisory group identifies possible state and federal sources for additional funding	Parent resource specialist hired		Parent volunteer trainings Teacher PD training
12	Principal / community liaison hired, contractor selected	Faculty hiring process ends	Students selected	Metro Museum School preview week-opening events
OUT-COME S	School Principal, community liaison start work. Architect/GC selected Flyers/collateral distributed to preschools, community centers, and libraries. Potential funding sources identified	12 teachers + instructional aides hired, parent resource specialist hired. Renovation of 745 on schedule; on budget; 50% complete	288 students selected for enrollment Curriculum developed to 50%	Metro Museum School renovation complete; faculty and staff move in; classrooms and other facilities set up. 50 parent volunteers recruited

Year 2: August 2015-July, 2016

week	Aug-Oct	Nov-Jan	Feb-Apr	May-Jul
1	Preview week continues, students and families, faculty and cultural partners attend open house events	Teachers continue to plan through weekly meetings of Professional Learning Community	Community Liaison completes identification of state and federal funding sources	Parent meetings New parent volunteer recruitment for 16/17 Curriculum development continues
2	Metro Museum School opens its doors to 288 K-5th grade students on August 10, 2015			
3	Parent volunteer recruitment continues. First of weekly meetings of Professional Learning Community		Informal assessment continues	
4	Teachers test the effectiveness of informal assessment methods	Community Open House in 745 SEW; Elementary Showcase invites K-5 students to apply for enrollment via blind lottery		Curriculum for 16/17 developed for approval Assessment results utilized to make improvements for next school year
5	1 st quarter meeting of Cultural Partner Council and school leadership	2 nd quarter meeting of Cultural Partner Council and school leadership- assessment review	3 rd -quarter meeting of Cultural Partner Council and school leadership	End of year meeting of Cultural Partner Council and school leadership PTA annual meeting
6	School PTA quarterly meeting	Blind lottery begins for 16/17 school year; increase enrollment by 70 students	Blind lottery ends for 16/17 school year PTA meets	Engaged partners and occasional cultural partners identified, MOU's drafted
7	Informal assessment methods revised, implemented	PTA quarterly meeting	K-Prep testing	
8			Teacher Professional Development	
9	Teacher Professional Development	PTA hold new year fund raiser		Museum crash course for school staff
10			Preliminary curriculum planning for 16/17 school year begins	
11	New Parent volunteer orientation			Parent volunteer trainings Teacher PD training
12	Students complete first exhibition	Students complete second exhibition		
OUT-COMES	First "Museum Night" event as students complete first module of study Parent volunteers = 60	Second Museum Night event PTA fundraiser meets budget	360 students selected for 16/17 school year Third Museum Night	First year of school ends with 98% student retention rate Final Museum Night event

Year 3: August 2016-July, 2017

week	Aug-Oct	Nov-Jan	Feb-Apr	May-Jul
1	Open house for students and families, faculty and cultural partners	Teachers continue to plan through weekly meetings of Professional Learning Community	Community Liaison completes identification of state and federal funding sources	Parent meetings New parent volunteer recruitment for 17/18 Curriculum development continues
2	Metro Museum School welcomes 360 K-5th grade students on August 9, 2016			
3	Parent volunteer recruitment continues. First of weekly meetings of Professional Learning Community	TBD grant applied for	Informal assessment continues	
4	Teachers begin informal assessment of curriculum	Community Open House in 745 SEW; Elementary Showcase invites K-5 students to apply for enrollment via blind lottery		Curriculum for 17/18 developed for approval Assessment results utilized to make improvements for next school year
5	1 st quarter meeting of Cultural Partner Council and school leadership. Expansion plans begin with feasibility study for 2 nd campus- 6 th -12 th grade/340 students	2 nd quarter meeting of Cultural Partner Council and school leadership- assessment review	3 rd -quarter meeting of Cultural Partner Council and school leadership	End of year meeting of Cultural Partner Council and school leadership PTA annual meeting
6	Proposal to the Institute for Museum and Library Services planning begins PTA meets	Blind lottery begins for 17/18 school year; increase enrollment by 70 students	Blind lottery ends for 17/18 school year PTA meets	Engaged partners and occasional cultural partners identified, MOU's drafted
7	Informal assessment continues	PTA meets	K-Prep testing	
8	K-Prep test scores released	Feasibility study for 2 nd campus complete	Teacher Professional Development	
9	Teacher Professional Development	Proposal submitted to IMLS PTA holds new year fund raiser		Museum crash course for school staff
10			Preliminary curriculum planning for 17/18 school year begins	
11				Parent volunteer trainings Teacher PD training
12	Students complete first exhibition	Students complete second exhibition		
OUT-COMES	First "Museum Night" event as students complete first module of study K-Prep scores reveal Metro Museum School students outperform peers	Second Museum Night event PTA fundraiser meets budget	360 students selected for 17/18 school year Third Museum night	Second year of school ends with increases in K-Prep testing scores and continued 98% retention rate. Final Museum night

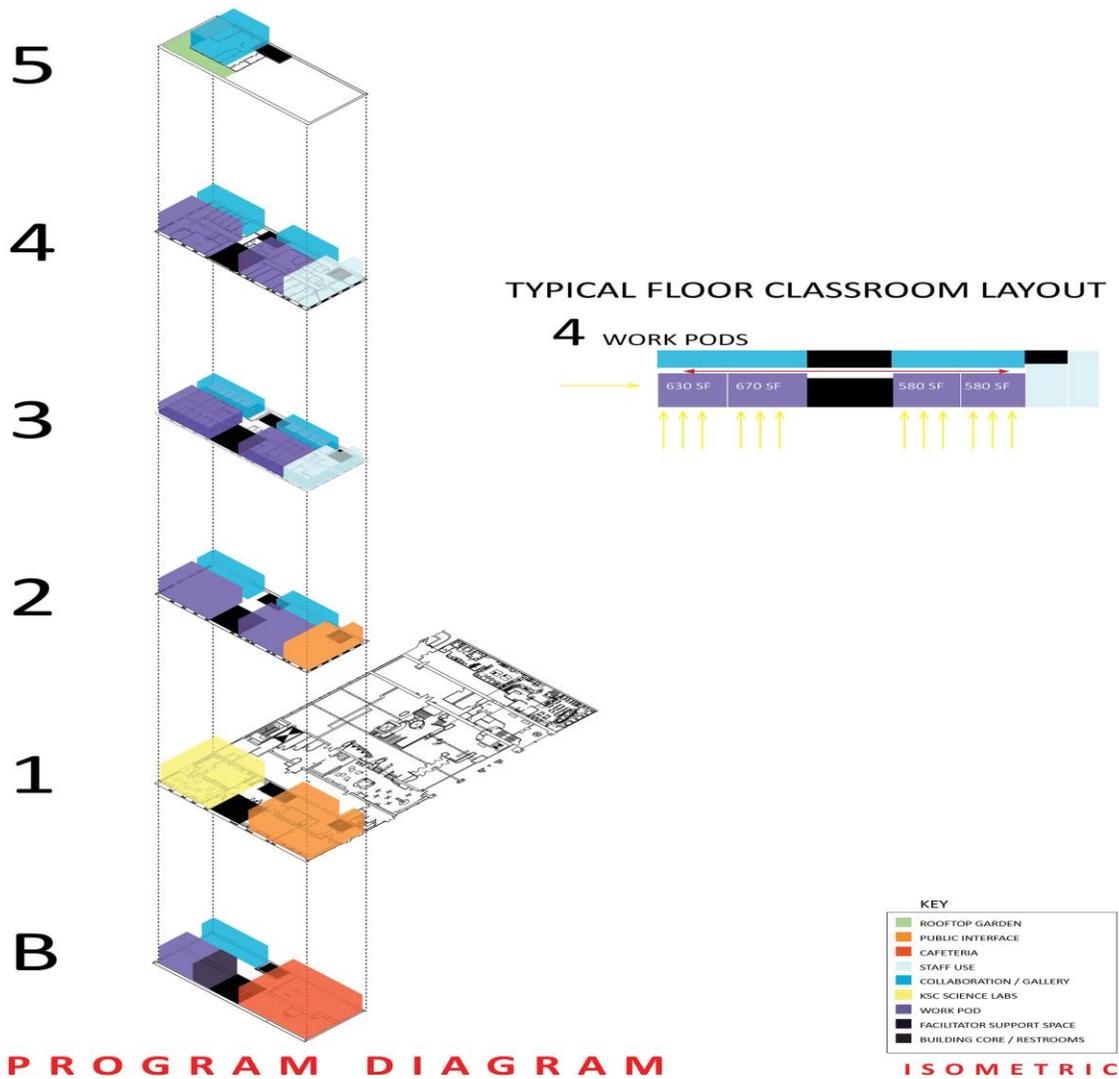
Metro Museum School: What would it look like?

The school serves K through 5th grade and each grade level will feature two classes, with a student/teacher ratio of 24:1 per class. Enrollment is projected to be 288 K-5th students with further expansion of certain grade levels possible within the 745 West Main Street facility growing enrollment to 360 students. The long term vision sees a second location ideally on Main Street that extends into middle and high school, growing enrollment by at least another 340 to approximately 700 students overall.

The diagram below is an architectural space allocation study illustrating the basic layout of each of the six levels that together comprise the Metro Museum School. In addition to twelve classrooms, the school has an administrative office suite, a cafeteria, an urban garden, and makes accommodation for students' public display of work. The Metro Museum School defined specific values and functions that the school's atmosphere and ascetics must provide:

Authentic: a learning environment that doesn't feel like a school but provides context and meaning
"Like a children's museum": inspired through color, animation, scale, and comfort
Accessible to and inspired by objects: accomplished through infrastructure in public and instructional space
Encourages teamwork and exploration: resources are plentiful and readily available; permeable barriers
Welcoming: presents a safe, comfortable and learning-centered environment
Technology: as a means to an end to extend teaching and learning

Since this is a community school, the administrative/guidance area is on the main floor, just behind the public display space/lobby, and immediately accessible by students, parents and visitors. The central hallway allows for student displays but also encourages impromptu student gatherings for conversation or contemplation. To encourage teamwork and collaboration, and to heighten the sense of 'family', there is a centralized 'dining commons' that also functions as meeting and event space.



The basement houses the school’s dining commons and corresponding resource/ collaborative space, along with teacher/facilitator work and support spaces. The first/main floor is home to the Metro Museum School exhibition gallery. Featured within the main floor reception area and open to the public during school hours, the gallery invites and encourages student/ community engagement. Classrooms – “work pods”- and collaborative spaces fill floors two, three and four along with spaces for storage and support equipment. Of note is the top floor; work pods and collaborative space support the rooftop “urban garden”

What does a typical classroom or work pod in the Metro Museum School look like? Certainly not typical! Work pods are designed to facilitate group work and cross-circular collaboration. Students and facilitators are moving to and from specialized work centers, research bays and drawing tables into a larger, collaborative space. There is constant interaction and dialog between facilitators and students and it may not be unusual to see children of different grades working together. Unlike traditional classrooms, there is no ‘front’ or ‘back’ of the room and the facilitator does not command the room but works from a centralized arena.



Note the permeability of the work pods allowing for cross-functionality between each class to encourage intra-group cooperation, and the ‘whiteboard’ painted walls that allow for expression of ideas and inspiration. Every student is involved and connected to each other; students feel respected and connected with the staff and are actively engaged in learning. Instruction is personalized and small learning environments increase student contact with their facilitator .

Staff:

To serve the approximately 288 students planned in year one, and to grow towards 360 in this site, our staffing resources are designed to meet the needs of the project based curriculum integrated with museum education and reflect the requirements and parameters of JCPS. That staffing plan consists of:

Position	Number	Description
School Principal	1	Hired immediately active planning of curriculum, educator selection criteria and establish a formal working relationship with the partner museums' education staff.
Community Liaison	1	Hired immediately to begin formalizing partnerships with cultural venues, secure additional funding. Ideally someone with museum education or museum fundraising experience
Assistant Principal	1	Oversees faculty recruitment, training, professional development and curriculum design
Teacher/Facilitators	12	Must have demonstrated student success in project-based learning environments and possess good working knowledge of informal learning techniques and their deployment in classroom
Guidance counselor	1	
Instructional aides	2	Reading/writing, and science/math
Parent resource specialist	1	A paid stipend position; crafts parent engagement strategy, recruits/trains volunteers, develops parent resources, coordinates home visits
IT specialist	1	Establish and maintain the school's distance learning capabilities with cultural resources across the country
Office manager	1	
Secretary/bookkeeper	1	
Admin clerk	1	
Student resource/librarian specialist	1	
Lunchroom assistants	2	Unlike typical position, they will coordinate with faculty to incorporate what the students grow in the rooftop garden into the school menu and assist students with meal preparation
Physical plant operator	1	
Custodians	2	
Permanent volunteer positions	7-8	3-4 family liaisons to help bridge cultural barriers and assist with home visits; 2 student resource clerks and 2 admin clerks.

Technology

To ensure that the Museum Magnet school infuses technology hardware and software into the curriculum, each classroom will be equipped with a Smartboard, document camera and required

technology for distance/virtual learning opportunities. In addition, the school will have two iPad carts (20 in each cart) and two laptop carts (20 in each) and a computer lab equipped with Apple desktop computers, Smartboard and projector.

Professional Development

Educator resources and professional development (PLC, culturally responsive teaching, differentiated instruction, PBL) as well as the resources and learning opportunities afforded by the Museum partners will be readily accessible and on-going. In addition, the professional development plan calls for the consulting services of the Buck Institute for Education (BIE), specialists in project-based learning initiatives to help schools establish sustained programs of in-depth project-based learning who will establish the overall PD curriculum. Charlotte Danielson will be contracted to facilitate PLC's and the teaching framework. To integrate multicultural education, Geneva Gay (who's work is cited) will facilitate culturally responsive teaching.

Outcomes for Student Learning

In-class instruction at the Metro Museum School is focused on each student's individual learning style, readiness and prior understandings and experiences. Teachers are trained to assess each child's skills and needs and then tailor instruction accordingly. Combined with the processes and methods museum curators and educators follow to create a new exhibition or program, this teaching model allows all students to move beyond basic proficiency and toward academic excellence. This approach results in a true understanding of subjects and the problem-solving and critical thinking skills utilized to explore those subjects rather than merely asking students to memorize facts. To that end, our anticipated cognitive and affective outcomes for student learning are:

Problem-Solving	“What’s the problem to be solved?” All students will demonstrate abilities to ask informed questions and articulate unknowns into specific problems to be solved or projects to be completed
Resource identification	“What do I already know? What do I need to find out?” Students will be able to specify the information and resources needed to apply to the problem or project completion
Organizing data	“What is this showing me?” Students will arrange data so as to recognize patterns that could shed light on a possible solution or new idea
Organizing self	“How can I make the most effective use of my time and skills?” Students will express personal organization and time management skills
Information/ Concept analysis and application	“What information is useful, and what is not?” Students will be able to evaluate the validity and usefulness of core concepts to the construction of solutions, ideas, and theories to be tested and revised
Awareness of self and others	“How do I incorporate another point of view?” Students will demonstrate willingness to listen to others with respect, even when ideas or information conflicts with their own.
Critical thinking	“Does it make sense?” Students will be able to move beyond memory and understanding and apply logic and discrimination to facts and details
Communication and Demonstration	“Will my solution work?” Students will be able to evaluate the effectiveness of a solution and illustrate that effectiveness through a variety of modalities and mediums
Active participation in the Learning journey.	“Will your solution work?” All students will demonstrate ability and confidence in self-expression and participation in class activities. Questions new ideals, concepts, models, etc. in order to fully understand them.
Valuing	“How do you feel about it?” Students will exhibit acceptance and empathy for differences in individual and cultural differences
Creating	“ What else can this be?” Students can pull information derived from diverse elements and put them together in innovative and unusual ways. Put parts together to form a new meaning or structure.

Resources & Budget: Start Up

The first floor of the 30,000 sq ft 745 building was remodeled in 2009 into a state of the art Science Education Wing for the Kentucky Science Center at a cost of 1.2 million dollars. This renovation created 3 multipurpose classrooms and one completely outfitted chemistry laboratory. These classrooms will need to be dismantled and existing classrooms within the Science Center’s 727 Main Street facility will need to be equipped with equivalent resources. Also an MOU would govern ongoing “shared space” relationship between the Science Center and Museum School (i.e. room use during non-school times for

general out-of-school enrichment activities). Additionally, Metro Louisville has agreed to transfer ownership of the 745 Main Street facility to Jefferson County Public Schools for only the cost of the remaining debt service. Start-up renovation/construction costs are reflected here, as provided by Norman Berry Associates Architects:

Purchase of 745 Building from Metro Louisville.....	\$520,000.00
Renovation; general contractor costs @ \$130 sq ft.....	\$4,408,560.00
Architectural fees and permits.....	\$650,000.00
Furniture, Fixtures & Equipment.....	\$460,000.00
Outdoor playground (site prep + equipment+safety surfacing).....	\$150,000.00
Construction Contingency @ 5%.....	\$302,000.00
<u>Move existing Science Center SEW FF&E</u>	<u>\$241,540.00</u>
TOTAL	\$6,732,100.00

The current space allocation plan does not call out activity space for a gymnasium; students could utilize open space at the Muhammad Ali Center four blocks to the east or the school will work out an annual arrangement with the Chestnut Street branch of the YMCA, approximately 1 mile / 15 minute walk away. However, the Metro Museum School will have the opportunity to use the greenspace behind it and the Science Center for the construction of a playground to accommodate approximately 50 children at a time. **Costs to construct a raised platform to house a gymnasium, with the space below as urban garden space are estimated at an additional \$4,430,750.00.**

Operating: Sustainability

The Metro Museum School intends to use its first year in operation to assess and gather pertinent data to be incorporated into grant proposals such as the Institute of Museum and Library Services, a federal agency which has funded museum schools such as *Normal Park Museum Magnet School* in Chattanooga

TN. For more immediate gains a strong school PTA will work closely with our Community Liaison to hold fundraising events. Additionally, it will gain earned revenue through teacher professional learning programs. These on-going Teacher Professional Development sessions will be open to all educators, teachers, museum educators and others not just in the district, but using teleconferencing capability, open to educators around the country to disseminate the School's innovative methods and practices.

The Museum School will also utilize an innovative model developed by the *Museum School of Avondale Estates* in Decatur GA. Called "Museum in a Box," this fee-based program would bring the Metro Museum School's curriculum, teaching tools and student experience directly into many more classrooms.²² Interactive learning trunks include hundreds of museum-quality artifacts, maps, costumes, books, scientific tools and historical documents that make classroom lessons tangible and boost comprehension and vocabulary with real-world materials. These earned and unearned income lines will be used to generate the additional funds needed to cover expenses over and above what is typically allotted to a school within the JCPS district.

Such expenses include annual contracts with cultural partners so that they may have the resources needed to work routinely and actively with the Metro Museum School to support on site and off site activities, curriculum development and other expenses. It is projected that the school will establish an annual operating fund line item specifically set aside for such on-going contracts. The amount set aside will be one lump sum divided according to the unique arrangements made with each partner, driven by annual curriculum plans. The extent to which each cultural partner receives compensation for services provided are calculated according to the 'tier' in which the partner operates.

Tier One members are those in the Cultural Partner Council. They have agreed to dedicate one full time educator or curator to the School for curriculum development and other services, plus agree to prepare for and host school students on ‘learning expeditions’ throughout the year, and team-teaching in the classroom throughout the school year as needed . Tier Two members are the Engaged Partners who agree to prepare for and host on-site learning expeditions throughout the year as needed and are willing to offer use of primary sources objects as related to curriculum. Tier 3 members are those Occasional Partners who agree to prepare for and host on site ‘learning expeditions’ or come into the classroom, as thematic modules warrant. Since their expeditions are more along the lines of the traditional field trip, the school’s activity fee will cover those costs.

Year 1 Projected Operating Expenses: (those over and above typical public school expenses)

Contracts with Tier 1 cultural partner council members:	\$153,500.00
Annual salary + benefits 1 FT educator/all sites.....	\$140,000.00
Student/teacher expedition fee	\$13,500.00
Contracts with Tier 2 engaged cultural partners: (Student/teacher expedition fee)	\$13,500.00
<u>Total amount of annual contract fund</u>	<u>\$167,000.00</u>

Year 1 Projected Revenue: (does not account for grant funds-not attainable until Yr 2)

PTA annual fundraiser	\$50,000.00
Contributions	\$65,000.00
Museum in a Box revenue	\$32,000.00 (based on Avondale Museum School reported revenue from this program)
Teacher Professional Development fees	\$10,000.00
Activity Fee (\$25/child @ 50% participation).....	\$3,600.00
<u>Total Revenue</u>	<u>\$160,600.00</u>

ENDNOTES

- 1 New York City Museum School: www.nycmuseumschool.org
- 2 Harlem Childrens Zone, New York, New York <http://hcz.org>
- 3 E Feher, "Interactive Museum Exhibits as Tools for Learning" International Journal for Science Education, Vol 12, 1990
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- 6 "What Research Says About Parent Involvement in Children's Education" Michigan Department of Education, March 2002
- 7 Yeok-Hwa, K "On-line Resources for Parent/Family Involvement" ERIC Digest, 1999.
- 8 "Is Your School a Welcoming School?" Prichard Committee's Commonwealth Institute for Parent Leadership March 2005
- 9 Sattes, B. "Parent Involvement: A Review of the Literature. Charleston, WV: Appalachia Educational Laboratory, November 1995.
- 10 "Strengthening Student Engagement: A Framework for Culturally Responsive Teaching" Raymond J. Wolodkowski and Margery B. Ginsberg; Sept 1995 Volume 53 Number 1
- 11 Diversity and Educational Gains: A plan for a changing county and its schools, A report to the Jefferson County Public Schools by Gary Orfield and Erica Frankenberg September 2011
- 12 Olneck, M. R. "Immigrants and Education." In Handbook of Research on Multi-cultural Education, edited by J. A. Banks and C. A. M. Banks. New York: Macmillan 1995
- 13 National Research Council, National Academies Press, 2009; 2010
- 14 Green, J; "The Educational Value of Field Trips" Education Next Winter 2014 Vol 14 no. 1
- 15 Judd, L "Help Your Child Gain an Educational Edge through Arts & Culture" ForeExTV.com Nov 2013
- 16 Garcia, B "What We Do Best: Making the Case for Museum Learning" Journal of Museum Education, Vol 37 #2 2012
- 17 David, 2008; Laitsch, 2007; Nickle and Osborn, 2009; Thomas 2000.
- 18 Danielson, 2007; Howard, 2010; McAlister, 2013; National PTA 2008; Weiss, Lopez and Rosenberg, 2010; 360 Degrees of Family Engagement, 2012
- 19 Weiss, Lopez, and Rosenberg, 2010
- 20 Danielson, 2007; Howard, 2010; McAlister, 2013; Weiss, Lopez and Rosenberg, 2010; 360 Degrees of Family Engagement, 2012
- 21& 22 The Museum School of Avondale Estates, Decatur, GA <http://www.themuseumschool.org/>

Additional Resources

The following museums or museum schools were interviewed during the development of this proposal:

Shandra Brown, Principal, CREC Museum Academy, Bloomfield CT
Work with 3-4 area museums each year

Emily Dunnack, Head of Education Programs; Connecticut Historical Society, Hartford Ct:
Works with the Museum Academy

Dr. Jayne Griffin, Director of Education; Creative Discovery Museum, Chattanooga, TN:
Works with Normal Park Museum Magnet School

Felecia Locklear, Principal, Brooks Museum Magnet School, Raleigh, NC
Works with with 4 to 5 area museums each year

Larisa Raphael, Head of Youth and Family Programs, Rubin Museum of Art, New York, NY
Works with the New York City Museum School

Rachel White, Assistant Curator of Education, Hunter Museum of American Art, Chattanooga TN
Works with the Normal Park Museum Magnet School



July 10, 2014

Diane Porter
Chairwoman, Board of Education
Jefferson County Public Schools
3332 Newburg Road
Louisville KY 40218

Re: Letter of Support; Metro Museum School

Dear Ms Porter,

On behalf of the Kentucky Science Center Board of Directors, I would like to express my strong support for the Metro Museum School proposal to the Jefferson County Public School District for its School of Innovation project.

As Chair of the Board, I lead a dedicated and enthusiastic team of business and industry leaders, and educators and entrepreneurs who lend their expertise to the Science Center to help our community create and attract educated and culturally literate citizens. As Board members, we have seen how children can benefit greatly when exposed to the arts and sciences. The opportunities to imagine, explore, discover, experiment and create that our museums and cultural institutions present greatly enhance critical thinking and problem-solving skills which are in high demand in today's workforce.

The Metro Museum school is a natural extension of this project-based learning approach and will no doubt serve as a model for innovative learning and teaching.

The Board of Directors is committed to supporting the efforts of the Kentucky Science Center in its collaborative efforts with the cultural community to make the Metro Museum School a reality.

Sincerely,

Tim Condon, Chair
Kentucky Science Center Board of Directors



July 9, 2014

Jonathan G. Lowe
Director of Student Assignment
4309 Bishop Lane
Louisville, Kentucky 40218

Dear Mr. Lowe,

The Board of Directors of the Frazier History Museum (FHM) proudly submits this letter of support for the proposed **Metro Museum School**, a finalist in the JCPS School of Innovation contest.

FHM has a history of innovative and collaborative projects with community partners, making our organization an ideal leader in the creation and ongoing support of a successful Metro Museum School. We will demonstrate our commitment to the project by continuing to offer world-class exhibitions that align with State Standards as well as thoughtfully planned programming that corresponds to those exhibitions.

The Museum anticipates that its collaboration with the Metro Museum School will take many forms, such as:

- Field trip experiences, including visits designed specifically for the Metro Museum School
- Professional development opportunities and curriculum development support for Metro Museum School teachers
- Access to the expertise of Museum staff from many departments (e.g. Education, Curatorial, Exhibitions, Marketing, Development)
- A venue for student work and performances
- Assistance in developing a plan to secure grants and sponsorships

We are committed to making this project a priority for the Frazier Museum, and vow to do all that we can to sustain the mission and vision of this project.

Sincerely,

Jane Adam
Chairman of the Board of Directors
Frazier History Museum



July 9, 2014

Members of School Board
Jefferson County Public Schools
Van Hoose Education Center
3332 Newburg Road
Louisville, KY 40218

Dear JCPS Board Members,

The Blue Apple Players have been an eager participant in the competition for a Jefferson County Public Schools new School of Innovation and we are delighted to be among the four finalists. We have a long history of collaborating with other not for profit organizations in Arts and Culture as well as Social Services and instantly saw great potential in the Museum School concept.

Blue Apple uses drama to deliver programs aimed at achieving academic and social growth in young people. The Museum School will be rich in opportunities for project driven learning that will encourage students to immerse themselves in the subject matter at hand. Our Director of Education, Heather Burns has been, and will continue to be involved with developing and implementing curriculum associated with Blue Apple's involvement with the Museum School.

The Museum School builds on its proximity to many of the museums and theatres that will be partnering on this project, making this a truly unique opportunity. What an asset, to have so many world class attractions within three blocks in any direction. Blue Apple is excited to be a part of this innovative and dedicated Museum School Team.

Sincerely,

J. Tanner Watkins, Chairman
Board of Directors
Blue Apple Players



THE KENTUCKY CENTER
Kim Baker, President

THE KENTUCKY CENTER
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Daniel E. Woodside
Ex-Officio
Lindy Casebier

Directors Emeriti
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Wendell Cherry (1935-1991)
Gordon B. Davidson
C. Edward Glasscock
Robert W. Rounsavall, III
Rose Lenihan Rubel (1922-2002)

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July 9, 2014

Members of the JCPS Board of Education:

Please accept this letter of commitment and enthusiastic support for the Metro Museum School's proposal as part of the School of Innovation design competition. The Kentucky Center for the Performing Arts is an engaged cultural partner with the Metro Museum School, involved in the planning process and providing ways in which Louisville's rich arts and cultural community can contribute to a transformational learning environment for students, teachers and administrators.

This dynamic model utilizes best practices in student learning—using a project-based design to build skills in critical thinking, problem-solving, communication, and ultimately developing an environment that emboldens life-long learning. Additionally, this model builds on one of Louisville's strongest assets: its community partner organizations which bring a distinguished track record of providing quality educational programs in culture, history, and science in partnership with JCPS.

The Kentucky Center has a long-standing commitment to education in the Louisville community and the Commonwealth. In fact, an education director was hired before the Center's doors opened 30 years ago. In this time, the Center has developed national models that partner with schools, teachers, community centers, colleges and universities, health care facilities, artists and performing arts centers to provide on-site immersive arts experiences and resources to audiences of all ages and backgrounds. We stand ready to partner with the Metro Museum School as a facility and as an arts education resource and service provider.

A teacher who participated in one of The Kentucky Center's Arts Institutes, a professional development program for educators, said of her experience, "Before I attended Institute, I taught in black and white; now, I will teach in color." This quote epitomizes the potential that exists with the Metro Museum School. This school will transform what learning looks like in JCPS in a very exciting way for the youth, their parents, teachers, administrators and the community-at-large.

The Kentucky Center and its Board of Directors support the realization of the Metro Museum School, and will serve as an engaged cultural partner championing its launch and success.

Sincerely,

Madeline Abramson
Chair, Kentucky Center Board

Kim Baker
President, The Kentucky Center

RIVERSIDE
THE FARNSEY-MOREMEN LANDING



July 10, 2014

Jonathan G. Lowe
Director of Student Assignment
Jefferson County Public Schools
4309 Bishop Lane
Louisville, KY 40218

Dear Mr. Lowe,

Riverside, the Farnsley-Moremén Landing, Inc. is pleased to support the proposal for a Metro Museum School through the JCPS School of Innovation competition. We are committed to serving as an Occasional Partner with the Metro Museum School should the project become a new JCPS school.

For nearly 20 years, Riverside, the Farnsley-Moremén Landing has offered teachers and students engaging hands-on history learning experiences. Our award-winning programs are unique in Louisville, providing students with the opportunity to engage in on-going archaeological excavations at the historic site. We offer other successful interdisciplinary, interactive educational activities.

We are excited about working with the Metro Museum School students to provide them with powerful, authentic learning made possible through museum exhibits and programs. We wholeheartedly support this effort and we are prepared to do whatever we can to help it succeed.

Sincerely,

Reba Doutrick, Chair
Riverside, the Farnsley-Moremén Landing, Inc.

7410 MOORMAN RD ~ LOUISVILLE, KY 40272 ~ PH: 502.935.6809 ~ FX: 502.935.6821 ~ WWW.RIVERSIDE-LANDING.ORG

RIVERSIDE, THE FARNSEY-MOREMEN LANDING EXISTS TO PROMOTE, PRESERVE, RESTORE AND INTERPRET HISTORIC FARM LIFE ON THE OHIO RIVER





Bettering the Bond Between People and Our Planet

July 15, 2014

Ms. Diane Porter
Board Chair
Jefferson County Public Schools
P.O. Box 34020
Louisville, KY 40232-4020

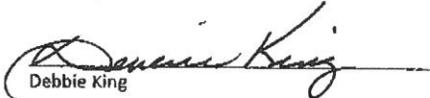
RE: Museum School Application for JCPS "School of Innovation"

Dear Ms. Porter:

I am writing this letter in support of the Louisville Zoo's participation as an Engaged Cultural Partner in the Metro Museum School application for the Jefferson County Public Schools "School of Innovation." The Louisville Zoo is an outstanding living classroom, with programming designed to meet Kentucky's core education curriculum requirements. Our "School at the Zoo" program was honored to have received the Association of Zoos and Aquariums (AZA) Significant Achievement Award for Education this last year. We will be utilizing this program's attributes along with outreach visits to the Museum School classroom, field trips and other experiential learning tools to help contribute to the unique educational opportunity the Museum School will create.

Thank you for undertaking this inclusive and groundbreaking process, and we wish you the best with whichever program you select. The Louisville Zoo looks forward to continuing to support JCPS learning opportunities and helping to create a bright future for our community.

Sincerely,


Debbie King





Bettering the Bond Between People and Our Planet

July 15, 2014

Ms. Diane Porter
Board Chair
Jefferson County Public Schools
P.O. Box 34020
Louisville, KY 40232-4020

RE: Museum School Application for JCPS "School of Innovation"

Dear Ms. Porter:

I am writing this letter in support of the Louisville Zoo's participation as an Engaged Cultural Partner in the Metro Museum School application for the Jefferson County Public Schools "School of Innovation." The Louisville Zoo is an outstanding living classroom, with programming designed to meet Kentucky's core education curriculum requirements. Our "School at the Zoo" program was honored to have received the Association of Zoos and Aquariums (AZA) Significant Achievement Award for Education this last year. We will be utilizing this program's attributes along with outreach visits to the Museum School classroom, field trips and other experiential learning tools to help contribute to the unique educational opportunity the Museum School will create.

Thank you for undertaking this inclusive and groundbreaking process, and we wish you the best with whichever program you select. The Louisville Zoo looks forward to continuing to support JCPS learning opportunities and helping to create a bright future for our community.

Sincerely,


Sadiqa Reyfolds
Chief of Community Building
Mayor's Office

ASSOCIATION
OF ZOOS &
AQUARIUMS

1100 Trevilian Way • PO Box 37250 • Louisville, KY 40233-7250
phone: (502) 459-2181 • fax (502) 459-2196 • www.louisvillezoo.org





The National Society of the Sons of the American Revolution

INSTITUTED JULY 4, 1876

ORGANIZED APRIL 30, 1889

July 16, 2014

Diane Porter
Chairperson of the Jefferson County Board of Education
P. O. Box 34020
Louisville, KY 40232-4020

Dear Diane,

I am pleased to write this letter of support for the **K-5 Metro Museum School** proposal to the JCPS School of Innovation contest developed by the team led by Dr. Shalonda Gregory and planned/presented in collaboration with the Frazier History Museum and the Kentucky Science Center.

It is my understanding that the proposed model would take full advantage of Louisville's unique arts and culture landscape to create a learning environment unlike any other in the state. Here at the National Society of the Sons of the American Revolution we have seen first-hand the benefits of student exposure to arts and culture. We strongly believe the integration of real-world discovery with project based learning will have spectacular results not only for students, but for the community as a whole.

Since 1979, my organization has worked with local students and teachers in unique and engaging ways. The programming and expertise that we offer could support a K-5 metro museum school through our Genealogical Research Library and The SAR Center for Advancing America's Heritage. Original applications documenting the family histories of 16 United States presidents, as well as Congressmen, provide excellent primary source materials for civic programs. Our founding Patriots, the Revolutionary War, genealogy, and colonial life programs are the culmination of the organization's nationwide membership network of educators, access to private collections, and historic site interpretations. All program experiences focus on engaging the student's curiosity and provide instruction as to their connection with our nation's founding and the ideas behind the rights and civic responsibilities we all share as American citizens.

Sincerely,

Don Shaw
Executive Director
National Society Sons of the American Revolution

Louisville Visual Art Association 100 years of fresh ART daily!

art education • outreach • LVAA • artist advocacy • exhibitions

July 14, 2014

Ms. Diane Porter
Chair, Board of Education
Jefferson County Public Schools
P.O. Box 34020
Louisville, KY 40232-4020

Dear Ms. Porter:

I am pleased to write this letter of support for the **Metro Museum School** proposal to the JCPS School of Innovation competition. The Louisville Visual Art Association (LVAA) is a key partner in an inter-disciplinary group of museum and cultural producers and a sponsor of this proposal. We would work closely with Metro Museum School officials and the JCPS to develop and implement curricula. In addition, the LVAA and project partners will also serve to offer extraordinary out-of-school time programming throughout the calendar year.

The Metro Museum School model would take full advantage of Louisville's unique arts and culture landscape to create a learning environment unlike any other in the state. At LVAA, we have seen first-hand the benefits of student exposure to arts and culture and strongly believe the integration of real-world discovery with project based learning will have spectacular results not only for students, but also for the community as a whole.

For over 105 years, our organization has worked with parents, funders and JCPS in unique and engaging ways. The programming and expertise that we offer would support the Metro Museum School in myriad ways: providing 20+ weeks of Out of School Time (OST) per school year through our *Children's Fine Art Classes* (CFAC) providing multiple weeks of arts enriched experiences and project based learning residencies through LVAA's *Open Doors* program and professional development and support of arts integration training for school faculty. The LVAA board of directors, faculty, staff and artists members support the Metro Museum School proposal and encourages your committee to help bring this innovative and expansive *museum learning model* to fruition.

Thank you for your service to our community, and for the Board's consideration of the Metro Museum School proposal.

Sincerely,



Robert L. Hallenberg
President, Board of Directors
Louisville Visual Art Association

cc: Shannon Westerman, Executive Director; Jackie Pallesen, Director of Education & Outreach



April 14, 2014

Joanna E. Hass
Executive Director
Kentucky Science Center
727 West Main
Louisville, Kentucky 40202

Dear Ms. Haas,

I am writing to express my support for the **Museum Magnet School** proposal to the JCPS School of Innovation contest developed by the team led by Dr. Shalonda Gregory and planned/presented in collaboration with the Frazier History Museum and the Kentucky Science Center.

Here at the Louisville Downtown Partnership we have seen first-hand the benefits of student exposure to the arts and culture landscape Downtown and strongly believe the integration of real-world discovery with project based learning will have positive results not only for students, but for the community as a whole. Not only would the proposed model take full advantage of this landscape it would also create a learning environment unlike any other in the state.

We are pleased to offer our support of the proposal and are looking forward to future collaboration with the Museum Magnet School in Downtown Louisville.

Sincerely,

A handwritten signature in black ink, appearing to read "Rebecca Matheny".

Rebecca Matheny

Interim Director
Louisville Downtown Partnership