

ABSTRACT

Organization: Milwaukee Public Schools, 5225 West Vliet Street, Milwaukee, WI 53208

Contact Person: Kimberly Abler, Project Director: (414) 475-8051; ablerka@milwaukee.k12.wi.us

The proposed *Design, Research, Exhibit, Analyze Museums (DREAM)* project will improve the knowledge and skills of arts and non-arts educators to support high quality arts education and integration in 70 kindergarten-12th grade classrooms in high-poverty, low achieving schools. Milwaukee Public Schools is the 39th largest urban school district in the nation, the largest in Wisconsin, in the nation's tenth poorest U.S. city. About 79% of the 78,502 largely minority student body qualifies for free/reduced-price lunch. The district is challenged by persistent achievement gaps and overall under-performance.

DREAM will serve over 6,300 K-12 students and 70 teachers. Participating schools have 50% or more low income students who low qualify for free or reduced-priced lunch.

The project leverages local and national resources, including a community-based arts education advocacy organization, museums, institutes of higher education, artists, and related experts to strategically support improved instruction in high-poverty schools. It will provide professional development to support teachers in learning how to organize instruction to facilitate project-based student learning. Schools will be linked with arts partners providing direct services to students and teacher support in standards based integrated arts instruction. Each teacher will receive a total of 95 hours of professional development over the course of the two years including training focused on Visual Thinking Strategies, training to facilitate the learning of student created museums and training in arts integration through technology. *DREAM* will support development and implementation of a strategic professional development model for sustainable, standards-based arts integration in high-poverty, urban schools. *DREAM* will: 1) Improve the content knowledge of participating art and K-12 teachers through professional development that is supported by technology; 2) Increase students' participation in high-quality arts education activities and programs; and 3) Increase frequency of collaboration among stakeholders to foster a sustainable arts model.