



Sumner High School **RECOVERY** PROPOSAL

Submitted by:
4theVille
St. Louis Shakespeare Festival
Sumner Renaissance
Sumner PRFC
and Market Analytics, LLC



VISION:

*We envision an innovative partnership between SLPS, local cultural/heritage institutions and community organizations in The Ville that offers Sumner students rigorous and engaging training in the **Arts & Activism** informed by a foundational understanding of St. Louis Black History centered around The Ville and Sumner High School.*

This sharing of resources and expertise will allow Sumner High School to grow into a vibrant school, firmly embedded in - and serving - The Ville, while also attracting talented students from all over the region looking to study with professional practitioners. Sumner High School will foster the next generation of trailblazing cultural leaders and community activists.

This vision was informed by student essays and surveys collected in 2020 that called for expanded elective offerings aligned with their interests, particularly in singing, dancing, acting and visual art – as well as opportunities to volunteer and organize/advocate. It was developed in collaboration with Ville-based housing, faith, arts and government leaders.

PLAN OVERVIEW:

Local arts organizations will partner with Sumner leadership to deliver intensive learning in Drama, Visual Art, Dance and Music during the school day starting in Fall 2021. Courses will align with state standards and earn elective credits. In the Spring semester interested seniors will also be able to pursue internships at partnering professional arts organizations. In the formative years of the plan, these initial Arts pathways will be developed while partnerships and pathways in Activism will be added.

To assure community grounding, the partners will work with a community-based organization to hire one or more program directors tasked with integrating the elective studios into the school and curriculum. The program director(s) will report to their respective organization(s) and SLPS. Additionally, they will be supported by an Advisory Board made up of representatives from The Ville community, Sumner alumni, partner organizations and local leaders (see below).

KEY OUTCOMES:

- ⇒ Increase the number of elective courses, pathways, and extracurricular activities at Sumner High School
- ⇒ Improve teacher recruitment and retention through the unique partnerships with the community
- ⇒ Provide professional development to staff
- ⇒ Develop four new pathways: Music, Dance Art, and Activism
- ⇒ Increase enrollment by 10% annually by adding more engaging programs for students
- ⇒ Designate Sumner High School as a National Landmark by 2024



Students of Sumner Streaming interact with their advisor as they prepare to present at an Innovative Technology Education Event (ITEF) event.

RELEVANT RESEARCH:

Arts-rich experiences have been shown to correlate with positive academic outcomes overall. A 2012 review conducted by the NEA (which controlled for socioeconomic status) found that:

1. Students who took arts courses in high school achieved a slightly **higher grade-point average (GPA) in math** than did other students.
2. Students who had arts-rich experiences in high school showed **higher overall GPAs** than did students who lacked those experiences.
3. High school **students who earned few or no arts credits were five times more likely not to have graduated** than students who earned many arts credits.
4. High school students who had high levels of arts engagement were **more likely to aspire to college** than were students with less arts engagement.
5. Arts-engaged high school students **enrolled in competitive colleges—and in four-year colleges in general—at higher rates** than did low arts-engaged students
6. Students who had intensive arts experiences in high school were **three times more likely than students who lacked those experiences to earn a bachelor's degree**. They also were **more likely to earn “mostly A's”** in college.

And further justification for our proposed theme of "Art & Activism is evidence for a correlation between high school arts experiences and civic engagement:

1. High school students from low SES backgrounds with arts-rich experiences **participated in student government and school service clubs at four times the rate** of low-SES students who lacked those experiences.
2. In both high- and low-SES groups, young adults who had arts-rich experiences in high school were **more likely than other young adults to have volunteered recently**.
3. Young adults who had arts-rich experiences in high school were **more likely to vote and/or to participate in a political campaign**.



The second is a more rigorous Brookings study on **causal** effects of arts education. It found three statistically significant positive outcomes:

1. Increasing students' arts educational experiences **reduces the proportion of students receiving a disciplinary infraction** by 3.6 percentage points;
2. **increases writing achievement** by 0.13 of a standard deviation; and
3. **increases students' compassion** for others by 0.08 of a standard deviation.

COSTS:

The partner organizations will cover the costs for operating and staffing the Arts classes by expanding/extending existing education programs into Sumner and raising additional funds as needed. Additional costs will include:

Program Director

- ⇒ The partners and the Advisory Board will fund the hiring of the Program Director(s).
- ⇒ Salary \$45,000 - \$55,000

Application for National Historical Landmark Designation

- ⇒ The partners would be grateful if SLPS were able to assist in defraying the cost of a hiring a consultant to write the application for National Historic Landmark Designation. Initial estimate is \$10,000.

PATHWAYS, INTEGRATION AND SUPPORT:

Below are proposed pathways and elective offerings the partners have committed to starting in August 2021. Final options will take into account student interest. (In early January the partners delivered [a survey](#) to the principal for students to fill out regarding in-school and after-school arts activities. We are currently working to collect and analyze those results.)

In addition to the following classes for students, starting in August 2021, the [Center of Creative Arts \(COCA\)](#) will provide **16-28 hours of arts integration professional development workshops** to all Sumner teachers and partner teaching artists (including materials and supplies) to support the following new instructional offerings, which the arts partners have committed to:

Drama Pathway

St. Louis Shakespeare Festival & Black Rep

- ⇒ Up to four levels of year-round, daily Drama for two periods (8hrs/day)
- ⇒ At least one after school production (full-length play or musical)
- ⇒ Course Integration: Drama

Visual Art Integration

Contemporary Art Museum (CAM)

- ⇒ Two class periods/week year-round of their Art Reach program (piloted at Vashon)
- ⇒ Culminating exhibition at the museum
- ⇒ Paid field trip to CAM and PD/resources for the classroom teacher
- ⇒ Course Integration: Studio Art

Craft Alliance

- ⇒ Two to three two-period sessions per week year-round of their Mural Arts Residency (formed 1995)
- ⇒ Three half- or full-day field trips per semester to Craft Alliance studios for special projects
- ⇒ Course Integration: Drawing and Painting

Dance Integration

La Voûte

- ⇒ Afterschool color guard program (1-2hrs/day, 1 day/wk) with supplemental monthly masterclasses
- ⇒ Professional weekend residency in the gymnasium (Fri 6-10p, Sat/Sun 9a-5p)
- ⇒ Course Integration: Physical Ed – Dance

Ballet 314

- ⇒ Two days/week of 60-90 minute dance classes year-round
- ⇒ Course Integration: Physical Ed – Dance

Music Integration

Opera Theatre of Saint Louis:

- ⇒ One semester of intensive studio lessons leading students in the roles of librettist and composer in the creation/performance of an original work
- ⇒ Limited weekly, 30-minute, individual voice lessons with select students
- ⇒ Annual on-site performance of their touring opera
- ⇒ Course Integration: Vocal Music and Music Appreciation



TIMELINE

If the Board votes to substantially adopt this plan, the Advisory Board will move immediately to constitute itself and begin preparing for the 21-22 school year. Understanding that this will be a long-term effort, we outline the following phasing to ensure the program's growth and sustainability.

Phase 1: Fall 2021

Arts & Culture Integration + Building Master Plan

1. Arts partners will deliver elective programs that build skills in those areas via in-class exercises, after-school projects, field trips and paid internships (sample schedule provided upon request). This instruction will be delivered by professionals and current practitioners in close coordination with Sumner faculty and administration.
2. To drive enrollment, attendance and achievement, the Advisory Board and arts partners will work with faculty and administration on developing a comprehensive plan for Culture & Climate to create vibrancy, accountability and high standards for the entire Sumner community.
3. Advisory Board will commission a master plan for the building to identify immediate repairs and future uses/needs for the spaces, including a possible cultural/community center.
4. The Advisory Board and arts partners will develop and implement a robust recruitment effort around the existing programs while working to develop an additional pathway(s) in Activism. Potential Activism partners could include organizations such as: Creative Reaction Lab, WePower, Action STL, etc.
5. The Advisory Board will work with SLPS to explore and apply for National Historic Landmark designation.

Phase 2: 2022-24

Expand & Enhance: Building Enrollment and Adding Activism & History Partners

1. Launch new pathway(s) with Activism partner(s).
2. Work with History partners, SLPS ELA and Social Studies teachers, AND the Art and Activism partners to integrate Sumner, The Ville and St. Louis Black History across all curricula.
3. Embark on quiet phase of a capital campaign for building improvements & parceling (Potential Development partners: Northside Community Housing*, Rise*)

Phase 3: 2024-2026

Building for the Future

1. Refine culture-building and expand recruitment efforts to further grow enrollment and ensure equitable access to Sumner's unique legacy and educational opportunities.
2. Enter public phase of capital campaign.
3. Achieve National Landmark Designation for the Sumner campus.

PLAN OVERSIGHT:

The community partners, in conjunction with SLPS, plan to form an initial advisory board initially consisting of:

Charles Berry, Jr.	Son of Sumner Alum and Ville Resident Chuck Berry
Warice Blackmon-Davis	(alum) SLPS (or another member appointed by Supt. Adams)
Michael Blackshear	(alum) Sumner PRFC
Thomasina Clarke	Retired Educator, Lifelong Ville Resident
Abby Crawford	Director of Education, COCA
Michelle Dezember	Director of Learning and Engagement, CAM
Alison & John Ferring	Community Volunteers
Ron Himes	Founder and Producing Director, Black Rep
Nicole Hudson	Assistant Vice Chancellor, Washington University
Dr. Jerome Morris	Professor of Urban Education, UMSL
David Noble	Director of Community & Economic Dev., Midland States Bank
Laura M. Hughes	CEO, Fleur De Lis, LLC
Tom Ridgely	Producing Artistic Director, St. Louis Shakespeare Festival
Dr. Robert Salter	(alum) CEO, Market Analytics
Dr. Donald M. Suggs	President & Publisher, St. Louis American
Jackie Vanderford	(alum) Sumner Renaissance
Aaron Williams	Board Chairman, 4theVille

EX OFFICIO

Sumner Principal
American Federation of Teachers Steward
Parent Teacher Association President
Student Council President