

SOAR

WINTER 2023

Our Earth Day

All the World's a Stage

Creating Readers for Life

SummitSchool



Summit *is Soaring!*

To showcase current Summit news and highlight our alums and alum events in one publication, we have combined *Summit News* and *Echoes* in a single publication: *Soar*.

For years, *Summit News* and *Echoes* have served as valuable sources of information for our community members. *Summit News* focused on campus life and the State of the School while *Echoes* focused on alum news and highlights.

The primary aim of *Soar* is to provide a comprehensive and unified platform for sharing news and stories about our school and alums.

Here are some key highlights of the *Soar* magazine:

- ★ **Comprehensive Coverage:** *Soar* features a diverse range of content that highlights all aspects of our school community, including curriculum work, campus developments, alum success stories, and more.
- ★ **Alum Spotlights:** Recognizing the accomplishments of our alums is an integral part of our school's legacy. *Soar* dedicates a section called *Echoes* to showcase alum achievements and milestones.
- ★ **Biannual Publication:** To ensure timely updates and promote community engagement, *Soar* is published twice a year.

As always, we are committed to delivering a visually appealing and engaging magazine that places your finger on the pulse of the life and legacy of Summit. You, like this new publication, represent and reflect the past, present, and future of Summit. And for that, I am deeply grateful to you.

Onward and upward,



Michael Ebeling
Head of School

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SOAR ★ Winter 2023

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Summit School admits students of any race, religion, color, and national or ethnic origin.

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We apologize for not recognizing the following gift in the 2023 issue of **Summit Support**:

In memory of R. Baker Crawford III '87
by Edward A. Crawford '90 and Nan V. Crawford

A man in a green shirt is pointing at a tree branch in a forest. He is holding binoculars. A group of children, some wearing blue caps and colorful t-shirts, are looking at the tree. The background is a dense forest with many trees and green leaves.

Honoring Mother Earth

Long-time second grade signature event *evolves* into a *celebration* of our planet—and a showcase of a year's worth of learning

“I believe that education, therefore, is a process of living and not a preparation for future living.”

The influence of John Dewey, American education reformer, runs deep at Summit School. One recent example demonstrates how Dewey’s ideas continue to shape both curriculum development and the student experience.

Signature experiences have been a part of Summit’s educational model for decades. The original second grade signature experience, Native American Day, was established in 1974 and has gone through various iterations over time. In 2021 the event evolved into Our Earth Day. The “Earth” in the title references both our planet and what we walk on.

The new tradition blends the best characteristics of the past into a culminating event that is a celebration. The emphasis is on learning by doing and bringing the community together for a powerful day of belonging. Our Earth Day has all those characteristics while also embracing a more expansive concept that celebrates nature, diverse cultures, arts and crafts, collaboration, and even learning itself.

“Native American Day was something we’ve been doing for a long time,” said Kelly Williams ’98, a second grade teacher. “There are a lot of memories tied to the event. So, we struggled with the change. But I think that this year and in future years the kids will have meaningful memories of Our Earth Day, just as previous classes had of Native American Day.”

Alums who fondly recall their own Native American Day will be delighted to know, as Williams said, “the spirit of what made Native American Day memorable is still here. One thing that was special about the day was how it is tied to humans’ connection to the Earth and their community. That was important for Indigenous people, and it remains important for all of us, today. This signature event has always been fundamentally about gaining a deeper respect and appreciation for our planet.”

This year’s event, held April 21, was the second Our Earth Day Summit has produced. “Many changes were made between the first and second years, and it will continue to evolve,” said Cathy Denning, second grade lead teacher. “We really found our footing this year.”

The annual event has always been a culmination of some of the big themes taught in Second Grade. But like everything about the new rendition, that aspect is now bigger and better. “In the past, we’ve focused on just one content area,” Denning said. “This year, our goal was to encompass more aspects of our curriculum to allow students to make connections among all they had learned.”

Teachers pondered what type of learning experiences might best encapsulate all that the second graders had studied. They ensured the day included science, math, history, art, and culture.

One big lesson driven home on Our Earth Day is how geography influences the way we live. “Second Graders learn that where you live determines how you live,” Denning said. “Whether you live in a mountainous area, coastal region, or the desert, the geography of a place impacts your daily life. That’s true across the globe.”

The World in a Day

A lot was packed into April 21, 2023.

The event started with morning activities. Children could go from weaving to creating Kenya inspired art, to playing games from other cultures—one Native American and one Kenyan—to taking a nature walk. “They got to use their imaginations and create,” said Williams.

Parents arrived midday for an al fresco lunch on picnic blankets in the courtyard. After lunch the students showed how their learning connects to the pottery studio, woodworking shop, Summit’s beehives, and the 9th grade coffee project. Older students were able to be involved and help with each station.

“It’s exciting for parents to see parts of campus they don’t generally see,” said Williams. “And we love showing off our campus. We enjoy seeing how proud students are to show their parents around.”

The day ended with music, as Summit’s music teacher, Glenda Shelton, led everyone in singing songs from different cultures.

At Summit we refer to Science, Engineering, Entrepreneurship, and Design as SEED. The concepts of SEED were woven into all the activities and stations and the children didn’t even realize how much they were learning.

“Our Earth Day is more than merely a day of outdoor activities,” Denning concluded. “It’s really a celebration of learning.”



All the World's a Stage and a *gallery* and a *concert* hall...

Student artists *shine* during annual Arts Week

If you sing, play an instrument, dance, or act, you have opportunities to showcase your talent and hear the applause.

But some art forms can't be displayed or appreciated so easily.

"People are always going to go to concerts and plays," said Nathaniel Ward, upper school Instrumental Music teacher and a working musician himself. He's a guitarist, electric bassist, and band leader and also plays and teaches ukulele and mandolin. "But it can be harder to showcase the work of technology classes, visual arts classes, and digital music classes."

One of the goals of Arts Week, he said, is to give the stage, the mic, the gallery wall, and the computer screen to the kind of artists who don't always get the limelight—as well as to those who do.

During the last school year, Arts Week—expanded since its 2016 Arts Day inception—took over campus from May 1-5. Kianna Beachum, Theater Arts teacher for Sixth through Ninth Grades, said the week is set aside for upper school students to celebrate the arts in every form.

"Our students have the opportunity to take such a diverse array of classes, and we don't always get to see what they're all doing," she said. "This is a way to bring people together through the arts. It's building community, and a lot of it is student-driven."

Students of all grade levels got to tour, the Arts & Technology (A&T) building to study student art on display. Some teachers sent their students on a scavenger hunt through the gallery to find, for instance, a painting that showed emotion. Or a painting the student could see themselves in.

"We were demonstrating that you can have an emotional connection to art," Beachum said. "Art tells a story, and you sometimes have to search for it. It was so fascinating to see the kids making those connections."

Let the Music Play

Each grade level from Sixth through Ninth was part of a collaborative art project that took place each day during recess. Sixth Graders created their art on Monday, Seventh Graders worked on Tuesday, and so on.

Each student and teacher painted a wooden rectangle with tempera paint. Then, all the painted rectangles were assembled in a mobile hung from the ceiling in the Arts & Technology building that Beachum said looks like an undulating wave.

Wednesday's big activity was surely a highlight of the week. Students and teachers picked up to-go lunches from the dining hall and ate outside in the courtyard, picnic-style, while a band comprised of alums and





coordinated by Ward, performed. “The courtyard works really well sonically,” Ward said.

In addition to Ward, band members included **Jacob Leonard '22** on bass guitar, **Annabella Veneziano '21** on flute, and **Tim Smith '19** kept the beat on the drumkit. **Brandi Jacques**, a Summit parent, accompanied the band on piano, and **Joseph Dowdy**—“our only ringer,” joked Ward—played tenor saxophone.

This was the first time Ward had put together an alum band, and he hopes to get the band—in some form—back together next year. “It was comprised mostly of high school juniors and college freshmen,” he said. “We got lucky that nobody had an exam that conflicted with it. It was a lot of fun and a great opportunity for students to see alums still engaged with Summit.”

Ward curated an eclectic setlist: contemporary jazz standards, a song Ward wrote for students, called “Warm-Up Jam” as an applied music theory lesson, a folk-rock song, and some crossover pieces. “Mercy, Mercy, Mercy” by Weather Report and “Strasbourg-St. Denis” by Roy Hargrove are among the songs in the band’s repertoire.

Beachum said the courtyard concert had a “festival vibe.” She called it “magical and special” and said that, since it was held during recess, students were offered the opportunity to go to recess—but most stayed for the music.

Thursday showcased theater and chorus performances in the Loma Hopkins Theatre, and Friday’s feature was an instrumental music performance and radio drama written by a young alum. Fifth Graders got to attend the Friday concert.

The Play’s the Thing

During Arts Week, four young playwrights—the youngest was nine years old—got to see their work come to life as part of the inaugural Summit Playwriting Project. Students from Fourth Grade and higher could submit a script for consideration. Scripts had to be three pages long and have seven characters or fewer.

The diverse works chosen showcased a lot of ingenuity. There was a comedy, a mystery, and a period piece from the 1800s featuring characters who defied past gender

stereotypes—a boy who wants to be a teacher and a girl who wants to be a doctor.

There were no sets or costumes, but stage directions—often as crucial as dialogue—were read. Theater students in Seventh and Eighth Grades led the staged readings, which Beachum said allowed the audience to “really focus on the text.”

“It’s so exciting to see your words interpreted by a director and by actors,” she added.

Ward added, “It was very cool to see the older drama students honor the younger playwrights’ work. They took it seriously and wanted to do right by them. It was a great leadership opportunity for Seventh and Eighth Graders and a gift to the younger kids.”

For instance, one play was a little too complicated to stage live. The older students found a solution and made a video and did some voiceover work, which Ward said, “was really generous; they didn’t want to let the younger playwright down.

“They wanted to figure out a way to make it work,” he continued. “So, we used creative problem-solving to showcase the work in another format. We watched the video on the last day of school during a talent show.”

Arts Week is about much more than mastery of painting or an instrument. It’s a time for artists from many genres to share their work—and shine.

Beachum summed up one of the best outcomes of the week when she said, “Middle schoolers are often filled with self-doubt early on, but there was a progression of confidence built from when they started these art projects until the time they were presented.”



Take a Quick Peak at
Summit’s Annual Arts Week

Creating Readers *for Life*



Lower school faculty ensures their teaching methods are *based on science*

There's a lot of power in asking a simple question.

Assistant Director of Summit's Early Childhood and Lower School, Catherine Helm, recalls the question a then-new kindergarten teacher asked a few years ago: "What's the best way to teach reading?"

"That curiosity led to more questions," said Helm. "How do we teach reading at Summit School? And how do we measure the effectiveness of our teaching? That caused us to look closely at student data and public research about how students learn to read."

And that led to some nuanced changes in Summit's curriculum and assessments. "Nothing needed to change drastically," Helm said. "We've always been great teachers. But we're always evolving and aligning our practices with current research. Being a progressive school means we're always making progress."

It was kindergarten lead teacher, Anne Pope '91, who posed that simple, but profound, question. "I asked the head of Early Childhood and Lower School if I was doing everything as a kindergarten teacher I needed to do. That led to more collaboration between the faculty in the Lower School and Triad divisions as we examined other strong reading programs to see if there were any areas where we could improve.

“There’s a difference between when a child is learning to read and when a child is reading to learn,” she added. “A shift happens—usually, although not for everyone—in about Third Grade. I think the most significant changes we’re implementing now are impacting that learning-to-read stage.”

Pope and Helm say the question led faculty to ensure they were “all on the same page” when it comes to language, phonemic awareness, fluency, vocabulary, and comprehension.

For instance, all early childhood teachers now use a phonemic awareness program. Phonemic awareness is the ability to identify and manipulate the smallest units of sound—or phonemes—in spoken words.

All classroom teachers have been trained in the Orton-Gillingham approach, a time-tested, research-based way of teaching literacy that’s focused on the learning needs of each individual student.

While Summit teachers have always used informal and formal assessments to gauge students’ aptitude and progress, formal assessments are becoming even more important. The Lower School will adopt a new reading assessment for Kindergarten through Fifth Grade for the 2024-25 school year. Teachers are beginning to pilot it this year. “We’re making sure we’re confident in its accuracy and effectiveness before we fully adopt it,” Helm said.

The new assessment tool should give teachers even more detail on students’ phonemic awareness, fluency, and vocabulary comprehension. It will help teachers know where their instructional focus should be and give them, Helm said, “the fullest picture possible of where our young readers are.”

“I want teachers to have a really granular idea of the skills each student needs to work on,” she added. “Assessments enable us to take a broad view of where an entire classroom is and hone in on what each student needs. We can move resources around as needed based on our assessments. And we can follow students on their journeys to make sure they’re progressing as they need to be.”

The data derived from these assessments will shape how teachers teach. “If a teacher has five students who really need to work on phonemic awareness, he or she can create a small group that allows those five to focus on just what they need,” Helm said.

In the case of phonemic awareness, that means being able to hear the individual “d,” “o,” and “g” in “dog” and the “sh,” “a,” and “ck” in the word “shack.”

As a result of this new focus, will parents notice anything different about their young, aspiring readers? Maybe.



“Parents may notice a strengthening of their child’s ability to tackle reading,” Pope said. “I hope they’ll see their children thriving as readers. I hope our students will want to look at books, point out signs on the road, and that parents will notice that excitement. Particularly for those who have been struggling with reading, I think parents will see their children overcoming those struggles more readily.”

Helm said parents might hear their children using some potentially unfamiliar terms—like “phonemic.”

She was delighted recently to hear a five-year-old use a word most children her age don’t know.

“It was during an informal assessment for a child,” she said. “I was asking her to name letters and tell me the sounds they make. I moved on to a digraph, which is when two letters put together make one sound. But I didn’t use that word. I showed her “th” and asked her to tell me what sound is associated with those letters. She said, ‘Oh, you mean a digraph.’”

Vocabulary comprehension: A+.

A focus on reading is nothing new at Summit. “We’re fortunate to have a tremendous library and a culture of reading,” Helm said. “Our students love to read. Often, when new teachers come here from other schools, that’s one of the first things they comment on. We want to preserve that culture while also heeding what the latest research tells us about teaching reading. Our goal is always to create lifelong learners and lifelong readers.”

And Pope, whose simple question spurred a thoughtful examination of the best methods to instill a love of reading, said, “There’s so much power in having master teachers come together to improve the lives of students.”

The Douglas Award



The Marian Millaway '69 Douglas Award for Faculty Excellence was established in December 2000 with generous funding from Sandra Adams, Ann and Borden Hanes '60, and Marian '69 and Jim Douglas in response to the Great Expectations II Capital Campaign for faculty excellence. Any teacher who has taught at Summit for five or more years is eligible for this award. Recipients must demonstrate the following:

- Commitment to the teaching profession
 - High expectations for students
 - An ability to connect with students
 - Involvement in the total school program
 - Energy, excitement, and passion for teaching
 - Willingness to work with colleagues
 - Loyalty to the school
 - A desire to go beyond what is expected
-



At the end of the school year at an all faculty and staff event, Mrs. Douglas's son, 2022-2023 Board Chair Sandlin Douglas '94, presented the award and shared these comments:

"This year's recipient has demonstrated over their time at Summit a commitment to the mission of the school in their work in the classroom and beyond. They demonstrate a fundamental belief in the development of the whole child and nurturing the development of young children as students and people.

"As a classroom teacher this year's recipient is committed to understanding and embracing the unique profile of each student. Their classroom is a place where many influences and ideas converge to create a welcoming student centered space which is a place of individual expression, joyful learning and a supportive community. Through their own personal professional development they have combined the power of playful learning with the influence of the Reggio Emilia approach and current research around teaching and learning, all the while using the school's mission as a north star. It is apparent to everybody who spends any time discussing education with this person that they are continually looking for ways to develop their expertise and stretch their students' learning. This person exemplifies what it is to be a lifelong learner, taking every opportunity that is available to evaluate their impact and extend their expertise. Beginning their career at Summit as an Early Childhood assistant, this year's recipient has served in many roles: assistant in Junior Kindergarten and Kindergarten, lead teacher in 3rd Grade, and lead teacher in Kindergarten. They possess a warmth and humility that gives confidence to those around them and exemplifies the best of what it means to be a Summit teacher.

"As a collaborator this professional has had an impact that extends well beyond their classroom, across the early childhood team and lower division and into collaboration and partnership with the Triad Division. As a teacher leader they use their energy and time to help revitalize the teaching of early reading through working side-by-side with colleagues to explore best practices and how to best implement them in Summit's unique setting. Their leadership style is marked by a commitment to dialogue, inclusivity and twin focus on student learning and teacher development. They are a consistent advocate for their colleagues and the school's mission. When this person is involved in a project they have shown themselves to be an exemplary collaborator, someone whose trust and confidence in the abilities and expertise others bring to the table create a sense of teamwork that has magnified the impact of developments.

"In the last two years this person's professionalism and commitment to the school has been influential in a number of ways. They played a pivotal role in the development of the new playground, gathering perspectives and ideas about what the purpose and ethos of the new space should be. They helped the board and potential donors understand the immense value of creating a space where we can say yes more often to adventure and imagination.

"As a content coordinator, this year's recipient has been highly influential in the development of practices around the teaching of reading, attending conferences and conducting personal research into best practice. They have personally led the introduction of new curriculum materials as a teacher and as coordinator. They have also led the work of bringing greater alignment and a closer partnership between Lower School and Triad. All of this has been to the benefit of students.

"It is very hard to be in this person's company for any period of time and not to come away believing that it is possible to create a great learning experience for every child, where high expectations and joy in the journey are equally celebrated. Unassuming, compassionate, thoughtful, dedicated, empathetic, curious and innovative, this year's recipient truly deserves to join the list of honorees for this award."

This year's recipient of the Marian Millaway Douglas '69 Award for Faculty Excellence is *Della Hinman*.



Back to School

A look into the start of the 2023 – 2024 school year



10+
years of service

Celebrating 10 or more years of employment at Summit

Janice Blake
Judy Breakstone
Lisa Buschek
Cara Byrum
Jennifer Caldwell
Brad Calhoun
Andrea Clauset
Sharon Copper
Emily Craig
Chris Culp '82
Kathy Culp
Sarah Dalrymple
Delores Flores De Valgaz

Cathy Denning
Paul Dresel
Michael Ebeling
Jason Felten
Donza Friende
Julie Giljames
Jennifer Gottlieb
Debbie Grigg
Beth Haskell
Henry Heidtmann
Julie Heidtmann
Della Hinman
Karen House



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Misty Hyman
 Doug Johnson
 Kristin Keene
 Joy Kontos
 Mary Katherine Lautemann
 Amy Lawrence
 Lesley-Anne Leonard
 Carrie Malloy
 Jason McEnaney
 Betsy McNeer
 Sam Merrick
 Ryan Mihalko
 Heather Moir

Colby Morris Murphy '88
 Josh Perry '94
 TJ Petronzio
 Anne Spencer Pope '91
 Karen Prankoff
 Libba Reynolds
 Wendy Rice
 Elizabeth Rief
 Stephane Rogers
 Jeanne Sayers
 Glenda Shelton
 Karen Sohmer
 Jennifer Sparnicht

Carter Sturkie
 Parker Kelly Tegeler '02
 Ginger Thomas
 Rhonda Timberlake
 Jeff Turner
 Jodi Turner
 Ashley Moser Veneziano '87
 Richard Walburn
 Elizabeth Kerr Wild '84
 Jennifer Blackmer Williams '88
 Kelly Young Williams '98
 Heather Younts

State *of the* School



Cindy Kluttz ★ Advancement & Enrollment

Summit School opened the 2023-24 school year on August 23 with 545 total students: 103 in Early Childhood (Eaglets, Junior Kindergarten, and Kindergarten), 184 lower school students (grades one through five), 163 upper school students (grades six through nine), and 95 students in the Triad Division). Two-hundred and fifty-six current students are male and 289 are female. Children of alums comprise 20% of the student body, specifically 108 students. In addition, 18% of the student population identifies as a student of color.

In terms of this year's new student make-up, Summit welcomed 94 new students on opening day: 56 students in Early Childhood, 15 in Lower School, 15 in Upper School, and 8 in the Triad Division. The number is in line with last year's new student count of 97. Of these new students, 50 are boys and 44 are girls. Twenty-one new students are children of Summit alums, and 18% of the new students are students of color. This year's new students hail from 20 distinct zip codes, showcasing the geographical diversity of the new student class.

Sarah McAuley ★ Communications

Continuous improvement of our communications strategy has allowed us to evaluate and refine our best practices, resulting in the implementation of adjustments whenever necessary. One of the most striking manifestations of this ongoing effort is the strategic decision to amalgamate our two magazines, *Summit News* and *Echoes*, into a singular publication named *Soar*. This step affords us the opportunity to present current news alongside alum updates and alum event highlights within a unified biannual publication.

In the realm of social media, our presence remains a formidable instrument in our storytelling toolbox. The careful alignment of our messaging strategy across platforms has proven to yield positive results, noticeably boosting our follower count and enhancing user engagement. We are particularly excited about the contributions of our upper school students which injects a youthful authenticity into our content. Embracing our brand's core purpose language further reinforces our commitment to continuity.

Perhaps the most exciting development is the inclusion of three exceptionally talented independent photographers. Their expertise ensures that we can share a constant stream of professional-grade images that capture the myriad of powerful moments unfolding on our campus, both obvious and subtle, which are integral to our story. We encourage all of our constituents to actively follow and engage with our social media accounts.

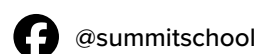
Early Childhood continues to be the primary entry point for new families to the school. This year, over half of the new students who joined the Summit community enrolled in Early Childhood.

Summit awarded 113 Financial Aid awards to assist 20% of the student body, helping make Summit financially attainable for 80 families. The total aid given for the 2023-23 school year was \$1.5 million, which is 10.6% of gross tuition revenue.

Looking forward, the Admission Office has already received 53 applications for the 2024-25 school year, 91% of which are for the Early Childhood division. Interest in early childhood education continues to be strong, demonstrating the value that the Winston-Salem community places on the full Summit experience.



Our signature events, including the New Parent Social, Back to School Coffee, and Back to School Bash, have experienced robust attendance figures. While our printed and digital materials continue to serve their respective communication roles, we continue to believe that the most profound connections among parents, faculty, and staff are nurtured through face-to-face interactions. These occasions are invaluable opportunities to strengthen our community bonds.



Jeff Turner ★ Co-Curricular Programs

Summit Summer

Our 35th program broke several records.

- ★ The highest number of camps - 140
(up from 101 in 2022)
- ★ The highest number of leaders and interns - 137
(up from 120 in 2022)
- ★ The highest number of registrations - 1,947
(up from 1,647 in 2022)

Much of our success is a credit to the amazing leaders and interns, including 90% current and former Summit teachers and students. Our schedule included a mix of familiar favorites such as Project Play, Camp Discovery, Golf, Vet Camp, Ready Set LEGO!, Fishing, Idea Shop Entrepreneurship, Pottery, and Basketball. New camps included ArtAbout Paper Mache, Domino Dynamos, Superhero Arts Camp, Camp Hollywood, Advanced Chess, Math Games, and A Taste of China.

Summit Idea Shop

Summit teachers continue to develop programming and curriculum inspired by entrepreneurship and innovation. Inspiring Innovation Quarter connections that began with an Afternoon Academy class in 2016 have spread throughout the campus. Classroom activities in multiple grades reflect the entrepreneurial spirit embedded in our local community. The Third Graders attend “business school,” learning about concepts such as supply/demand, goods/services, scarcity, economic imagination, and profit/overhead cost. The Upper School Innovation and Entrepreneurship studio class enrolled 19 students this past year. The businesses they developed included Death Drop hot sauce, BLOK artisan cutting boards, Light Trendy candles, and Lumiko handmade lanterns inspired by Japanese design. The 2023 Idea Shop summer camp included visits with Summit alums/parents at Raylen Vineyards and Garner Foods.

Afternoon Academy

The Summit Afternoon Academy offers weekly after-school enrichment for 3-year-olds to 5th Grade students. The Fall 2022 and Spring 2023 classes enrolled over 300 registrations in a variety of topics including, soccer, Crazy Running, art, beekeeping, acting, metal detecting, Spanish, and sewing.

The Fall 2023 program is well underway with similar classes. New classes include:

- ★ Piano Pals led by Margaret Wages, Summit music and drama teacher
- ★ Yes, Chef! led by Justin Wilson, Chef Manager for Summit
- ★ Tabletop Battles, led by current parent Hayes Wauford '98

Summit Afterschool Program

The Summit Afterschool Program provides a safe and caring environment that flows from the academic day with a dedicated staff that inspires and engages the whole child, meets the needs of parents, and reflects the values of Summit. Wendy Rice is in her fifth year as director of the program. She leads a team of eleven teachers that covers Before-school and Afterschool. This group includes eight returning leaders and three new employees: Triad division teaching assistant Tessa Bennett, former Summit parent Robin Pfefferkorn, and former New Philadelphia preschool teacher Jennifer Williamson. Last year Afterschool served 160 enrolled students and their families, not to mention children who dropped-in as needed.



Jeanne Sayers ★ Development

The Summit School community steps up for Every Eagle, Every Day to support all of our vitally important fundraising efforts. Thanks to the continued generosity and philanthropy from parents, past parents, alums, faculty, staff, grandparents, and other friends of the school, Summit raised more than \$1,675,000 last fiscal year in support of our mission, programs, faculty, and student experience.

Gifts to our annual Summit Fund campaign provided more than \$800,000 unrestricted dollars and nearly \$300,000 donor-designated dollars to support the school's strategic annual priorities. These essential dollars make up the difference between tuition and the actual cost of educating each student; support of The Summit Fund allows the school to continue to provide a first-rate education for students while keeping tuition increases modest.

Through the successful Playground of Dreams Campaign teachers collaborated with students and administrators to create a new playground including tree houses, forts, swings, and other classic play elements that emphasize climbing and balancing activities. With this new playground, Summit creates a space where students can learn, grow, and enjoy their education in a playful and inclusive environment.

Summit's biennial Gala was a huge success and a joyous celebration of the 90th anniversary of Summit School.

Carter Sturkie ★ Finance & Operations

The Southern Association of Independent Schools (SAIS) recently visited Summit's campus for the school's re-accreditation. SAIS noted the following: "Fiscal stewardship has placed Summit in a good position financially as it moves forward with future projects." Our community can have confidence that Summit is a good steward of its financial resources and that the school will remain a vibrant and healthy learning environment for decades to come.

2022-23 was a year of investment. We completed a comprehensive campus facilities study, imagining and envisioning what the campus could look like as far as 20 years out. We tasked ourselves with answering the question "what should this campus look like for future generations?" The results of this study will help guide the school as it considers opportunities for new construction and campus expansion. More immediate capital investments were centered on enhanced security infrastructure and the new lower school playground. And



More than 300 friends of Summit generously supported the "Party Like It's 1933!" gala which raised nearly \$400,000 for the school, surpassing our fundraising goal and eclipsing our previous record set in 2021.

The enduring success of Summit School is a testament to Louise Futrell and her vision of building a school where "everybody can be a somebody." We are immensely grateful to all of our families and friends for the multitude of ways they supported Summit School this past year.

the school continues to prioritize salaries and benefits so that we can offer competitive compensation in order to attract and retain high-quality faculty and enhance the student experience.

2022-23 Financial Highlights

- ★ 62% of 2022-23 spending (almost \$11 million) supported salaries and benefits.
- ★ The endowment experienced favorable market returns, increasing in value by more than \$1.0 million; it is now valued at over \$16 million and contributes over \$800,000 annually towards Summit's operating budget.
- ★ The school invested more than \$1 million in capital improvements, most notably the new Lower School playground. We are grateful for the support from our generous community, which made this improvement possible.
- ★ Long-term debt stood at \$8.9 million with ongoing annual debt service of approximately \$1.0 million.

Michael Ebeling ★ Ebeling Center for Excellence & Innovation

The Center for Excellence and Innovation's (CEI) mission is to support teachers' professional growth in ways that have a direct impact on student learning. The initiatives listed below span across our divisions, reflecting our commitment to continuous growth and improvement. They underscore our unwavering commitment to fostering a learning community that continually evolves, grows, and adapts to the ever-changing landscape of education. We firmly believe that by investing in the development of our educators, we are ultimately enriching the educational experience for our students and ensuring a bright future.

Cross-Divisional Synergy

Our cross-divisional collaborations have laid the foundation for innovation and unity within our school community:

- ★ **4QM Social Studies Work:** We invested time and resources in advancing our social studies curriculum through the Four Question Model (4QM). The authors of this approach visited campus and worked directly with our teachers.
- ★ **School-wide Assessment Planning:** A concerted effort to refine our assessment strategies is ensuring that they align with our educational objectives and standards.
- ★ **No More Marking Writing Assessment:** Upper School and Triad Upper School Language Arts faculty engaged in learning and implementation of this assessment program, enhancing our writing evaluation techniques.
- ★ **Festival of Education Conference:** Several faculty had the privilege of participating in the Festival of Education Conference, where they gained valuable insights into the latest trends in education. Additionally, three of our faculty members served as presenters.
- ★ **New Teacher Cohort:** Across the last school year and this year, we have continued to nurture and support our new teachers, providing them with mentorship and resources to thrive in our educational community.
- ★ **Orton-Gillingham Training:** Our K-2 faculty and support teachers, three Upper School faculty, and several Triad teachers received five days of foundational Orton-Gillingham training in May and June 2023.
- ★ **Reveal Math Implementation:** We introduced the Reveal Math program in Upper School and Triad, strengthening our alignment with Lower School and enriching our math curriculum to foster deeper understanding and critical thinking.

Lower School Advancements

- ★ **mCLASS Assessment Training:** Our teachers underwent training in August 2023, enhancing their ability to assess and support our students through reading assessment.

- ★ **University of Florida Literacy Institute Training:** Our 1st and 2nd grade faculty participated in UFLI training during the summer of 2023.
- ★ **Workshops:** We conducted workshops on various topics, including classroom routines, questioning techniques, teacher language, and writing assessment.
- ★ **Responsive Classroom Courses:** Our faculty benefited from both in-person and virtual courses, focusing on creating positive and engaging learning environments.
- ★ **Great Teaching Toolkit Assessment Lead Course:** Three faculty members successfully completed the year-long GTT assessment lead course.
- ★ **Specialized Workshops:** We've also invested in specialized training, including a Tourette Syndrome workshop and an ASD/ADHD workshop.
- ★ **Leadership Development:** One of our faculty members will embark on a leadership journey through the FORGE leadership course at Teachers' College, Columbia University, during the 2023-24 academic year.

Upper School Advancements

- ★ **Curriculum Development:** Summer grants facilitated the development of a research and writing curriculum, mixed media arts curriculum, and the implementation of a new Spanish curriculum, enriching the educational experience.
- ★ **Coordinator Development:** Our content and grade-level coordinators received specialized training to enhance their leadership skills and promote academic excellence.
- ★ **Library Collection Development:** We enriched our library collection, ensuring our students have access to diverse resources.
- ★ **NASA Space Academy for Educators:** One of our faculty's attendance at the NASA Space Academy in summer 2023 brought back invaluable insights for our science curriculum.
- ★ **After School Professional Development:** Our commitment to professional growth extended into regular internal professional learning, covering topics such as enrichment, rigor, lesson planning, questioning techniques, and parental engagement.
- ★ **NAGC Conference:** Three of our faculty represented us at the National Association for Gifted Children Conference, contributing to discussions on best practices in gifted education.
- ★ **NAIS People of Color Conference:** One of our faculty had the honor of presenting at this national conference, sharing expertise on diversity and inclusion in education.

Yvonne Mushayamunda ★ Human Resources

Summit School opened the 2023-24 school year with teachers returning on August 15. The total number of faculty and staff for the 2023-24 school year stands at 167 employees: 58 in Early Childhood and Lower School, 36 in the Triad Division, 33 in Upper School, and 40 staff members. 52% of faculty hold advanced degrees. Our faculty gender breakdown is 76% female and 24% male; 6% of Summit teachers are faculty of color.

Summit welcomed 14 new teachers this year: four in Lower School and three in the Triad Division. This year's new teacher cohort class comes to us possessing both unique national and international teaching experience.

Summit continues to emphasize its strategic initiative to be an Employer of Choice. The school is striving to grow its presence in the community and enhance its reputation as a

fulfilling place to work. We are excited to once again be nominated as a Best Places to Work employer by the *Triad Business Journal*, and we are grateful to our teachers who find this community to be one of the Best Places to Work in the Triad.

Professional growth and development for our faculty and staff remains an essential strategic priority. Through the Michael J. Ebeling Center for Excellence & Innovation in Teaching & Learning (CEI), Summit continues to support teachers in finding the resources they need for their specific professional growth. By cultivating a culture of learning amongst our faculty, we ensure that the faculty is exposed to innovative teaching ideals, which will have a positive impact on inspiring learning and enriching the student experience.

Chris Culp '82 ★ Technology

The Summit IT staff works to provide the best technology programs for our students, the best teaching tools for our faculty, and easy access to information and communication for our families. Our focus is on network infrastructure, ease of use, student and employee safety, data access, and availability of technical resources. Expansions and additions for the 2023-2024 school year include:

- ★ Door Access Control System for 23 doors providing instant lockdown to all connected doors, giving us the ability to also use key cards for all employees
- ★ Upgraded 4K security cameras in interior and exterior of campus
- ★ Automated license plate reading system tied to camera system for main entrance to campus
- ★ Deployment over the 2023-2024 school year of dual-band WiFi6 access points
- ★ Refreshed student laptops
- ★ Refreshed faculty laptops
- ★ Replaced classroom teacher computers
- ★ Refreshed Ricoh Multifunction Printer fleet
- ★ Installed new mass publications device
- ★ iPads and testing software-expanded the online options for testing by adopting mClass in grades K-6
- ★ Digital PSAT testing implemented for 9th Grade
- ★ Expanded more applications in Clever to streamline rosters and student single sign on
- ★ Frontloaded security system for faculty and student door badging if needed in future
- ★ Expanded internal emergency notification system on campus including outdoor speakers in common areas

- ★ Added redundant firewall system for school network
- ★ Implemented two-factor authentication across all employees for increased security
- ★ Moved Lower School Design Studio back to original location
- ★ Added four new 3D printers in the Upper School Design Studio



Tom Gething ★ Early Childhood & Lower School

The final months of the 2022-23 academic year were packed with a number of events that showcased our commitment to student voice and joy in the journey. The Spring Sing for JrK and K was very special with the Loma Hopkins Theatre at full capacity. Our signature events from Grades First–Fifth were all wonderful. The second grade signature event, Our Earth Day, was for me particularly memorable because the second grade team has worked so hard to develop a new iteration of the event and we really felt this year’s tweaks they made gave the day a unique quality. Fifth Grade also completed a wonderful enrichment week at Green River Preserve in Cedar Mountain, NC.

2023-24 promises to be another action-packed year. We opened third sections at both the JrK and 3rd Grade levels. Over the summer the facilities team did amazing work preparing a new JrK classroom and relocating both our Tinkering space and our Design & Technology classroom, all while Summit Summer continued without disruption. And of course, the new playground which we completed in February looks absolutely glorious in the sunshine. It has had a profound impact not only on the energy at recess but also on how students relate to each other; seeing the children engage with the materials and with each other with a refreshed sense of joy and community makes the whole project worthwhile.

Lisa Buschek ★ Triad Division

This year we welcomed 95 students, including eight new families. Five new faculty members joined the division from our Winston-Salem community, Virginia, Texas and Switzerland. In our continued effort to foster a sense of belonging among students, parents, faculty and staff, we have been intentional about cross-divisional collaboration. Aligning curriculum has been a focus and has led to the adoption of the Reveal Math curriculum that is now used in all three divisions. After careful planning last year together with Lower School and Upper School, we also started to incorporate the Four Question Method (4QM) into our Social Studies curriculum. Additionally, our Lower School students have started to participate in weekly community time that is centered around building relationships through large and small group activities with all students in each grade. Collaborating across divisions enables students to feel a stronger connection to their peers in the other divisions and improves the transition process in or out of our division.

For the second year, this summer we offered a literacy foundation course targeted to help teachers learn about the

Lower School has a number of developments that are either continuing or starting this year. Over the summer break many of our faculty were engaged in summer work around curriculum development. With Social Studies we have reached the point where the first new units have been developed, ready to be taught this year. Over the next two years we will slowly rewrite all of the Social Studies curriculum from 1st to 9th Grade. We also have continued our work on reading instruction. Lead and assistant teachers from Kindergarten, First, and Second Grades took part in Orton-Gillingham training provided by our colleagues in the Triad Division over June so we can ensure teaching across divisions is complimentary. And while we have been using our Reveal Math curriculum for two years we are continuing to invest in further developing our practices.

One of the great strengths of the Lower School faculty is their commitment to continuous improvement. We are very excited that three of our colleagues, who completed a year-long course of study into assessment practices in May, were invited to give a workshop at the first US Festival of Education this October.

current research and best practices in literacy instruction. 18 faculty members from Lower and Upper School attended this course.

As one of only 19 schools in the country that is accredited as an instructional and training program by the Orton-Gillingham (O-G) Academy, professional development is always a priority. Currently over half of our faculty is credentialed through the O-G Academy and six more are working towards certification.

Commensurate with our mission to provide ongoing support for our students, our O-G to Grow summer program continued to be an easy entry point for new students and an opportunity to maintain skills for current students. Nineteen students participated in O-G to Grow this summer.

We look forward to offering parent learning opportunities throughout the year again. The participants will be able to experience a dyslexia simulation and learn more about a variety of topics related to dyslexia and our approach to teaching. All parent sessions are open to Summit families and the greater Winston-Salem community.

Misty Hyman ★ Upper School

The conclusion of the 2022-2023 school year brought more opportunities for student leadership through grade-level assemblies, the 8th grade student advisory council, upper school community assemblies, and 9th grade executive council. We celebrated enriching learning experiences with our students. These included 8th and 9th grade's attendance at Wake Forest's *Face to Face* speaker series, our Arts Week celebration complete with collaborative art installations and alumni band performances, Signature Experiences including the 9th grade capstone speeches, and the 8th grade engineering fair, and the return of service-oriented projects such as visits to Second Harvest Food Bank, a student-led drive for pet supplies, and a myriad of community leadership opportunities on campus. At the conclusion of our first year teaching an AP World History course, 100% of our students in 9th Grade completed the course and passed the AP Exam, deeming them eligible for college credit at many institutions of higher learning across the country.

Part of our Responsive Classroom Middle School Training involved an on-site evaluation by a trained Responsive Classroom consultant. Observations included our joyful learning environment, the high professionalism of teachers, developmentally responsive teaching, a high level of academics, strong relationships between teacher and students, and creativity in the classroom. The consultant noted that our classrooms are not only physically and emotionally safe, but they are also cognitively safe environments for students to take learning risks. The

consultant also noted that our teachers obviously enjoy being a part of the Summit community.

Our commitment to ensuring continuity and coherence across grade levels allowed us to adopt the Reveal Math curriculum. This curriculum provides opportunities for productive struggle, rich tasks, inquiry opportunities, and mathematical discourse.

Over the summer break, our faculty engaged in summer projects that included adopting a new Spanish curriculum, grade-level coordinator and content area coordinator leadership development training, Research and Writing Curriculum development, Upper School Library Collection development, and curriculum development in digital arts and digital music. Additionally, three Upper School teachers completed the Associate Level Orton-Gillingham training course.

For the start of the 2023-2024 school year, we implemented a new developmentally appropriate daily schedule for our students in Grades 6–8. It allows for daily instruction in all core content areas including daily math, reading, and writing instruction. We innovated on the 9th grade schedule creating a hybrid model to reflect the varied needs of particular classes. Our strategic priorities for this school year include (1) our commitment to student engagement by balancing challenge and enjoyment, (2) student leadership development, and (3) fostering a sense of belonging within our community.



Dear Summit *Alum Community*



Barbour '69 and Debbie Strickland



Sarah Dalrymple with
Sallie '73 and Don Rice '73

As it was when I was a student, the Summit campus is a vibrant place. Some recent examples include:

- ★ Summit Summer was a huge success. Over seven weeks, the campus hosted nearly 2,000 children for a variety of programs: sports, drama, sewing, paper mache, drawing, fishing, filmmaking, and more. Many alums served as camp leaders and assistants.
- ★ Opening day of school was Wednesday, August 23rd and 545 students were excited to fill the halls. There are:
 - ★ 18 staff/faculty alums
 - ★ 71 parent alums - class years range from 1983-2005
 - ★ 108 students whose parents are alums
- ★ Founders Celebration 2023, celebrating the school's 90th birthday, allowed many alums, of all ages, to visit the campus. Events included a cooking class and a pottery class, a guest speaker at an Upper School morning meeting, and a class reunion event—attendees traveled from California, Louisiana, Illinois, New York, South Carolina, Georgia, and Virginia.

The Alumni Council continues to provide Summit with leadership and support for all alumni activities. If you have an idea or question, please contact me at bstrick1952@gmail.com.

Barbour Strickland '67

Alumni Council President 2022-2024

I am thrilled to be the Summit liaison for alum engagement and I extend a heartfelt thank you to the Alumni Council which provides leadership for many of our activities.

Whether you attended Summit in the 1930's, the 1970's or in the more recent decades, you are warmly invited to visit the campus. If you are interested in a quick (or long) tour, lunch in our amazing Dining Hall, attending a sporting event, observing expert educators or engaging with students, please reach out. There are also opportunities to connect with Summit via virtual formats—don't allow distance to separate you from the campus.

If you would like to learn more about opportunities for alums or want to get involved, please contact me at alums@summitmail.org.

Sarah Dalrymple

Director of Alumni and Community Engagement

Founders Celebration

Celebrating Summit's birthday with multiple events over multiple days

September 20th – 30th, 2023



1. Cooking class with Gus Chrysson '01 ★ 2. Kevin Dunn '17 speaks to Upper School students about philanthropy and community engagement ★ 3. – 4. Members of the classes of 1973, 1983, 1993, 2003, and 2013 traveled from California, Louisiana, Illinois, New York, South Carolina, Georgia, and Virginia to celebrate with classmates ★ 5. John Seymour, former teacher and coach, with local alums

Keeping up with Emma Jones

The Summit alum and recent Davidson grad studies brain science at Harvard

As a neuroscience major at Davidson College, **Emma Jones '16** studied the part of the brain that controls memory. As of this June, she's the clinical research coordinator at the Center for Brain Center Therapeutics at Boston's Brigham and Women's Hospital—a teaching hospital of Harvard Medical School—and she's studying the part of the brain that controls mood.

Specifically, the 2023 Davidson graduate is investigating neurocircuits and their association with mental illness—a key area of interest for her.

The center's mission is to improve treatment for patients with neurological and psychiatric symptoms by identifying and modulating brain circuits. Jones' research into

transcranial magnetic stimulation (TMS) is uncovering interventions that can alleviate symptoms of depression—even in treatment-resistant depression.

Some patients suffering from depression have symptoms that don't respond to medication. Naomi Judd, for instance, lived with depression that didn't respond to traditional therapies. Some of those symptoms can be improved with neuromodulation therapies—like deep brain stimulation and MRI-guided focused ultrasound—that allow doctors to directly target brain circuits and improve symptoms in ways medication doesn't always succeed.

Empathy and Strategy

What skills does one need for such an important job?

Jones pondered the question before saying, “On the clinical, patient-facing side, you need to be empathetic. People who have signed up for a clinical trial are struggling enough. You have to approach them without judgment.

“The other aspect of this job is the research. And for that, you have to be able to keep up with the pace, ask good questions, and be strategic.”

Jones credits Summit for “hiring teachers who inspire their students and help to develop their individual passions.” Specifically, Peter Terry’s French class made a lasting impact on Jones’s work ethic. “I developed a love of learning that helped me at Davidson where academics were especially demanding. There were times when we were frustrated or couldn’t believe we were expected to learn more. Mr. Terry pushed us to learn more than we ever thought we could, and there was also a camaraderie between students in the classroom where we pushed each other to excel.”

After Summit, the rigors of Davidson prepared her well for Harvard. She gives a lot of credit for her research know-how to her advisor, Dr. Julio Ramirez, an internationally renowned neuroscientist whose research is focused on Alzheimer’s disease and neurodegeneration.

“Once he’s your advisor, he becomes your ‘mentor for life,’” Jones said. “It was Dr. Ramirez who introduced me to my current boss, Dr. Joseph Taylor, a psychiatrist who had also been one of his advisees at Davidson.”

Jones worked in Ramirez’s behavioral neuroscience laboratory beginning as a sophomore. She served as lab manager during the 2022-23 school year. She had to handle potentially hazardous supplies, and the research followed a strict timeline, so ensuring the necessary materials were always in stock was paramount.

“I spent my summers in a lab, and that’s not a very common undergraduate experience,” she said. “It was a lot of responsibility.”

Rats!

Indeed. As an undergrad, Jones performed brain surgery. It was on anesthetized rats, but still... how many undergrads can say they’ve performed brain surgery?

Some rats had neurosurgery. A control group of rats also went under the knife—but didn’t have surgery. Post-surgery, the rats went through behavioral testing in a maze. In the rats that had neurosurgery, Jones and her cohorts could see evidence of their brains trying to rewire themselves.

Ramirez and his students have, over the course of many years, helped to prove that brains damaged by trauma or disease can regenerate and that memory can be recovered.

While at Davidson, Jones designed and conducted a thesis project investigating Alzheimer’s as a neurodegenerative disease. “My project used rat subjects with bilateral entorhinal cortex lesions to mimic the disease, then their memory was tested to reveal the functional significance of this important region of the brain,” according to her LinkedIn profile.

A Family Thing

Jones attended Summit from Junior Kindergarten through Eighth Grade. She said Summit is where she developed a strong work ethic, and she called her Summit years “meaningful” because “so many people in [her] family have shared it.”

Her brother, sister, father, and two uncles all attended Summit. From there, she went to Reynolds High School before attending Davidson—another meaningful experience since both parents are Davidson alums.

She’s enjoying her first full-time job and the substantive work she gets to do. She’s not sure about her next career move but knows she loves working in brain science and is pretty sure medical school is not for her.

For now, Boston is her playground. She loves—at least until winter hits—spending time outdoors. “Every weekend, I try to find a new place to enjoy being outdoors,” she said.

She’s getting plenty of opportunities to cook—one of her hobbies—and plans to join a chorus this fall. She was in the Davidson College Chorale and has missed singing with a group.

The only thing missing from her life now: rats. Jones doesn’t encounter them in her groundbreaking work on depression treatments, and that’s fine with her. She enjoys working with humans more than rodents.

Class Notes

1948

Augusta (Gusta) Johnston wrote to the Office of Alumni Engagement and said, “I was at Summit School beginning in 2nd Grade and loved all seven years there. Gertrude Reed was the art teacher and our main teacher in 4th

Grade. She and Madame Hayes, who taught French, were my favorite teachers. I also sang in the Glee Club. Later I attended Greensboro College and majored in art, minored in voice, and sang in the Glee Club. I continued voice lessons at Salem College during my adult life. I have 4 children who are talented in music and art. I still sing in my choir at West Market Street Church and still paint—mostly family pets; I recently contributed 3 of my paintings to a local art exhibit.”

pictured here: Gusta Johnson '48 and Sarah Dalrymple



1969

David Cayer retired in April after more than 30 years on the state and federal bench.

1971

Emily Allred Hutchison is retired from her primary job of medical practice management (15 years) and utilization review at a drug and alcohol facility. She has also done stunt work in major motion pictures and TV, day player work in film, traveled with a band as a singer throughout the US, and a few other interesting lines of work.

1972

Marshall Horton sent this note, “I lived in Clemmons from 1980 to 2012 and then went through a divorce; I’ve moved west and settled in eastern Iowa which is halfway between one son and his family near Chapel Hill and my other son in Park City, Utah.”

1974

Reneé Harris Patterson retired December, 2019. Her husband, Richard Patterson, died October 2019 and she sold their business, Perennial Landscapes. The Pattersons had 35 years in the business and 40 years together. Reneé said, “I miss him everyday but life does eventually go on. Today I enjoy being a true homebody and spend my time gardening, on social media, reading, and simply enjoying my life.”

1977

Anne Glenn is excited to enter her 31st year of teaching chemistry at Guilford College in Greensboro. She said, “not only have I had the opportunity to work with some amazing students in my career (including some Summit alums!), I’ve also been able to travel with students to locations from Japan to England to Spain as well as help students achieve their goals of careers in medicine and scientific research.”

1981 & 1983

Gathering in Ardsley, New York to celebrate a birthday!

Michael Glen '83, Mary Pleasants Bossong '83, Emily Pleasants Sternberg '81, Meagan Ragland Dubreuil '83, Sean Toole '83, Lisa Pappas Field '83, Christopher Shores '83, and Eleanor Garrou Rubin '83.



1986

In April, friends of the late **Greg Garcia** gathered at the home of **Dack Stackhouse** for the annual Greg Cookout. Said Stackhouse, “in addition to friends from R.J. Reynolds High School and other connections, we had an excellent Summit alum turnout. From our class, **Chris Burris '86, Elaine Mosley '86, Cliff Stancil '86,** and me—we all

enjoyed seeing each other. Summiteers from other classes included **Kevin Garcia '83, Anthony Patella '87, Jody Patella '83, and Ena Stackhouse '61.** It was a great day of sharing memories and laughs, and as always it was a delight to catch up with so many friends and family members.”

The annual event brings together friends from Summit and elsewhere. Contact Dack Stackhouse, dackstackhouse@gmail.com, if you would like to be on the mailing list for the 2024 reunion.

1987

Chris Miller, executive director of planned giving with The Foundation of FirstHealth, recently received the Chartered Advisor in Philanthropy designation from the American College of Financial Services. “The program’s goal is to work toward an integration of charitable planning with the donor or client’s overall estate plan and help them achieve a positive impact for themselves, their family members, and their community,” Miller said.

1989

Adam Schwartz was awarded the Charles N. Cater Athletic Director Cup by the NCISAA. Schwartz is Director of Athletics at Westchester Country Day School in High Point, NC.



1994

Stuart Russell wrote, “I am thrilled and honored to share that I have been appointed to serve as a co-chair of the North Carolina Blockchain Initiative (NCBI) for 2023-2024. I look forward to helping this non-partisan volunteer Task Force advocate for digital assets and blockchain technology in North Carolina.”

1995

Dorothea Garner McCollum has been actively painting for several years and joined Artomat in 2019. She said, “I like to do pop-ups and art walks in the spring and fall and produce small collections throughout the year. My oldest son just finished his time at Summit, but my youngest is in 7th grade there, which keeps us in the “immediate family” for a few more years. We have gone on some big road trips the last four summers to visit

National Parks and want to make it to all of the lower 48 states before they go to college. We only have 10 states remaining to hit that goal!”

Caroline Beavers Numbers announces that she is a licensed real estate agent in North Carolina and works for Fonville Morisey. Numbers and her family live in Raleigh.

1997 & 2000

Alex Polychron Collins '97 and **Isaac Perry '00** collaborated to bring the World Stem Cell Summit to Winston-Salem in June. Collins is the Senior Sales Manager for Visit Winston-Salem and Perry is Head of Biotech and Life Science Ecosystem Development, in partnership with Innovation Quarter and Greater Winston-Salem Inc.



2001

Caroline Cox-Richard says, “during college I lived in Germany and I’ve traveled extensively. I “collect” countries visited (I try to visit as many as I am in age) and then I moved to Wyoming to work with horses. I married a hockey player, Brendan, from New Hampshire, and we’ve been together since 2012. We split our time between Winston-Salem and our lake houses in NC and NH.”

Lily deGrazia Fulks '01 and **Georgiana Hough '13** started a company that imports one-of-a-kind handmade goods from their favorite places in Italy, including Capri, Florence, and Sicily. The cousins share a decades-long love for Italy, where Lily was raised (after moving from Winston-Salem) and where they both like to visit, for pleasure and now also for work. In Giro, which means “out and about” in Italian, is a lifestyle brand that celebrates exceptional craftsmanship imbued with a sense of place. Their collection, which includes children’s clothing, Capri sandals, and ceramic art, has been presented through pop-ups and home shows throughout the Southeast—including Richmond, Roaring Gap, and Palm Beach—and is available online at shoppingiro.com. They are so happy to bring their passion for ‘all things Italian’ back to Winston-Salem!

(2001 continued)

Traci Gifford and a group traveled to Austin, TX to celebrate many years of friendship.

pictured left to right: Milly Crockett Shultz, Shippey Lewallen, Lara-Anne Stokes Bradley, Traci Gifford, and Mary White Martin (far right).



2003

Bobby Mittelstadt enjoyed having classmates Charlie Simpson, Brian Daniel, Sam Wolff, Gabe Chrissyson, John Hughes, and Dylan Conrad in attendance at his wedding. Mittelstadt said, "It meant a lot having guys there that I've known for 30 years."

2005

Stephen Doughton announces the birth of Charles Matthew born in April; Charles joins older brothers Stephen and William.

2007

Eric Engstrom achieved the Certified Commercial Investment Member (CCIM) designation, a prestigious accomplishment in commercial real estate. In addition, he earned an MBA from Wake Forest University in December. Engstrom works for Whitney Commercial Real Estate.

2008

Mary Taylor Mann completed her Ph.D. in English literature at Emory University in May 2023. This fall, she joined the Department of English at Utah State University as a Postdoctoral Teaching Fellow in British literature.

2010

Carrie Fulton and Chris Schrum got engaged in New York City, where they both live.

2011

Lydie Neill was promoted to Director at Breakwater Strategy. Neill works with a range of clients across industries including tech, financial services, education, media and entertainment on strategic communications challenges and initiatives.

2014

Annecy Daggett shared the following story of a remarkable comeback, "In October 2022, I was cycling with two teammates from the Columbia University club triathlon team just outside of New York City when I was hit by a car. I spent 10 days in the hospital and had two surgeries to repair serious breaks in my left leg. After many months on crutches and extensive physical therapy, I came home to North Carolina to participate in my first triathlon since the accident at the Smiley Triathlon Festival, a weekend of triathlon races coordinated by my dad, David Daggett. I placed third in my age group! I am still working to gain back my strength and speed, but I am planning to compete with the Columbia triathlon team at nationals in April, 2024!"

Abra Granger reports, "In May of 2021, I graduated from the University of Richmond with a major in Biochemistry and a minor in Latin American and Iberian Studies (Spanish). I participated in D1 field hockey all four years as a scholarship athlete and was a team captain senior season.

Currently, I am a post-baccalaureate research fellow at the National Institute of Environmental Health Sciences (NIEHS). My project characterizes the function of the E. coli dGTPase enzyme by using a computational method called Molecular Dynamics. This project is a collaboration between Dr. Roel Schaaper's Mechanism of Mutation lab and the computational core run by Dr. Lalith Perera. This year, I will be applying to medical schools. I intend to apply my knowledge and skills in science to improve individual and community well-being as a healthcare worker."



In April, she introduced Dr. Vivian Pinn, the honorary speaker for the 2023 NIEHS Spirit Lecture, across the National Institutes of Health (NIH) campuses. Of the opportunity, Granger said, "I had the privilege of getting to know her and her amazing story."

Caroline McNeer is currently in Northern California training as a wildland firefighter. She has been learning about fire suppression tactics and fuel mitigation efforts while working on a Forest Service engine. She will be in Plumas National Forest for nine months and is excited to see what's next.



Kelton Miller is a Fulbright Fellow to Serbia and is teaching English at the University of Belgrade.

In June 2023, **Jabari Taylor-Reid** competed at the SkillsUSA national competition in Atlanta, Georgia. His team, representing both Forsyth Tech and North Carolina, won 1st place in Video News Production.

2015

Having worked one year as a Page at NBC, **Fadzai Mushayamunda** has accepted a new position as a Project Coordinator for TODAY Lifestyle Correspondent Jill Martin.

2018

Congratulations to **Anna Hudson**, a junior at Berklee College of Music, who released her debut single titled "Scattered Showers." While in Winston-Salem this summer, Hudson performed at East of Texas, Foothills Brewing Tasting Room, Gas Hill Drinking Room, and Radar Brewing Company.

left to right: Bo Dalrymple '18, Slate Northington '18, Anna Hudson '18, James Northington '19, Clara Hudson '21, Cara Byrum, Sarah Richter, Sarah Dalrymple



2020

Walt Petersen, an R.J. Reynolds High School graduate, signed to run track at Trinity University in San Antonio, TX.



2021

Isaac Merkel, violinist, earned a chair at the North Carolina American Strings Teachers Association (ASTA) All-State Orchestra Festival.

Merkel placed third chair in the orchestra. Said Forsyth Country Day School Orchestra Director Barbara Bell, "[he] submitted a fantastic recording that won him the honor of being in the orchestra."



2023

Wait McCormick was awarded Christ School's Krieger Leadership Scholars (KLS) scholarship which recognizes young men of character with proven leadership in the classroom, a willingness to serve, and an eagerness to grow—who will always find a pathway to the best version of themselves. The selection committee stated that McCormick impressed them with his qualifications on paper and his confident demeanor through multiple rounds of on-campus interviews.



Connections *and* Celebrations



5



1



3



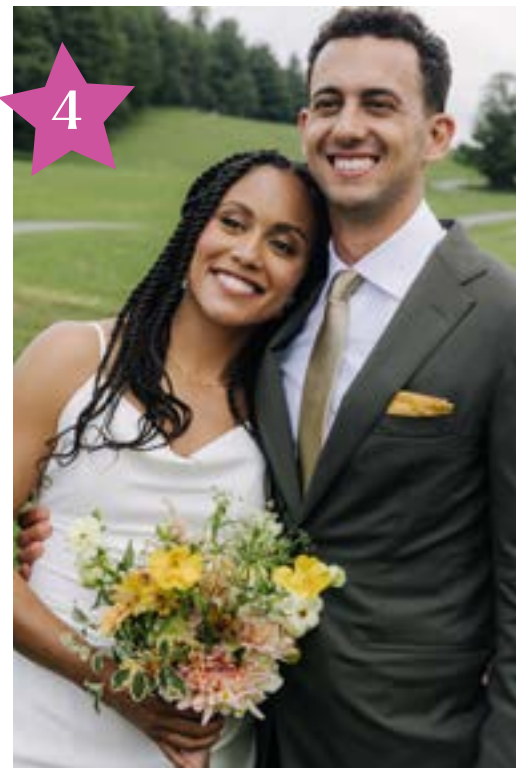
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7



2



4



8



Faculty and staff *love to connect* with alums—both on and off campus!

1. Carver Semans Hackney '15 ★
2. Bobby Mittelstadt '03 ★
3. Elizabeth Zieser-Misenheimer '10 and Chris Cleland '10 ★
4. Lydia Gordon '08 ★
5. 2022 alums with Nathaniel Ward at West Salem Public House ★
6. Omnia Fowler '83 and Eliza Fowler '23 ★
7. Carolyn Shields '80, Deanne Maynard '80, John Shields '87 with Howard Shields and Doug Maynard in front of the art installation honoring Anne Kesler Shields '47 ★
8. Andrew O'Neill '25 and Liam O'Neill '22 with Jeff Turner, Director of Co-Curricular Programs ★
9. Alums who work at The Variable had lunch with Sarah Dalrymple, Director of Alumni and Community Engagement, Ellie Kangur '13, Kadie Hicks '14, Ann Beery '07, Sarah Dalrymple, Mackenzie Culp '17, McCabe Galloway '08 ★
10. Alex Polychron Collins '97, Jason Polychron '95, and Billy Stoltz at a concert ★
11. Members of the class of 2020: Bo Smith, Harper Satterfield, Jay Bland, James Jernigan, Harrison Satterfield, and George Hough with Libba Reynolds, lower school science teacher

90 years
of Summit School



★ ★ ★ CORE COMPETENCIES OF SUMMIT SCHOOL ★ ★ ★

