

Summit

# NEWS

ISSUE 14 | WINTER 2022

TEACHERS  
MATTER

4

POWER  
OF PLAY

8

STATE OF  
SCHOOL

20



# A message from the Head of School

Curiosity is the basic fuel of learning. At Summit we develop in our students the confidence to be curious—and, thus, to be lifelong learners. This sturdy confidence is built on a foundation of academic, artistic, athletic, technological, and entrepreneurial competence which serves our students and graduates wherever they go and in whatever they do.

In this year's *Summit News* and *State of the School Report*, you will see and read about the remarkable student experiences that are possible only in our unique Eaglets through 9th grade program, led by our exceptional educators. Ours is a vibrant ecosystem of learning, the key components of which are

- Foundational learning as a platform for endless exploration
- Joy in the journey
- Every student has a voice that matters

These quotes, and the pieces from which they are excerpted, reveal a vibrant community that is committed to every child.

"We want everyone who walks on campus to experience that awesome feeling that Summit is a special place. This is where the magic happens."

"In 9th Grade, students are being challenged by taking an Advanced Placement World History Course..."

"The new playground at Summit was kid-approved before it was even built. That's because Summit students—from Eaglets to 5th graders—were involved in the planning."

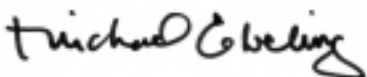
"Summit has always been a launching pad for entrepreneurs and a fertile soil for innovators...[Our] Idea Shop provides opportunities for students, teachers, parents, and alums to explore and implement innovative ideas to find their place in the world, contribute to their community, express their voice, and make an impact in tangible ways."

"We have started to implement a new early reading screener for JrK to First Grade, which will allow us to know in greater depth the learning profiles of our students and target instruction to their needs."

"Your goal as a coach is to meet each student where they are today. And then try to help and develop them to where you think they can be at the end of the season. That's not only going to make the individual better, it's going to make the team better."

Thank you for all that you are and all that you do to make Summit "a special place...where the magic happens."

Onward and Upward,



Michael Ebeling  
Head of School





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## **SUMMIT NEWS**

**ISSUE 14 | WINTER 2022**

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

# TEACHERS MATTER





## SUMMIT NAMED 'BEST PLACE TO WORK'

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Satisfied and engaged faculty can focus, without distractions, on the reason they went into teaching in the first place—to guide and nurture students.

That's why it matters that Summit School was named one of the Triad region's Best Places to Work by *Triad Business Journal*. The newspaper solicited nominations, and the nominated companies were surveyed by an Omaha, Nebraska-based research firm.

"Our Head of School, Michael Ebeling, says the single biggest variable in student success is the quality of the classroom teacher," said Yvonne Mushayamunda, director of human resources. "Teachers matter. When students graduate from Summit, we are confident they're prepared, exhibiting intellectual curiosity, including critical and creative thinking with a commitment to lifelong learning."

Nothing matters more to the classroom experience than the teacher. And Summit's teachers enjoy their workplace. That enjoyment benefits students, parents, and the entire Summit community.

The survey evaluated criteria such as compensation, benefits, feeling valued, and trust in senior leaders. The finalists were selected based on cumulative scores within their size category, which is based on the number of employees working in the Triad. Categories included micro (10-24 employees), small (25-49), medium (50-99), large (100-299), and extra-large (300+). Summit is in the large category.

The awards were announced at a ceremony on May 25.

"Summit is a community of caring people with a unique blend of talents and interests," said Mushayamunda in describing what makes Summit's culture special. "Teachers and staff are committed to students. Our culture is encouraging and collaborative."

One area in which teachers and staff are encouraged is in seeking professional development. "Summit faculty and staff want to learn and grow in every way," said Mushayamunda. "They're team players who enjoy and respect children. They have a deep understanding of students."

"When interviewing someone for a position here, we need to hear their passion for children come through," she added. "We listen for their passion for kids and hire them for the possibilities, confidently releasing them into their highest point of contribution."

Professional development matters to Summit's teachers. A lot. One employee wrote in the anonymous *Triad*

*Business Journal* survey: "The access to quality professional development is a real benefit of Summit. Our ability to seek workshops and opportunities is wonderful. I also believe that much of our professional growth happens in small moments or conversations. The mentor relationships that develop naturally at our school are some of the most valuable opportunities because they are so personal and done on a small scale."

Some other perks cited in the survey: "Delicious, free hot lunch every day, additional retirement options with the ROTH plan, year-end celebrations with music and food."

In relating the school's attributes to our mascot—the eagle—one employee wrote, "Like the eagle, Summit School has a keen vision. We notice and observe closely. In our support of our employees, we cultivate an environment where everyone is seen and heard."

Additionally: "Like the eagle, employees at Summit nurture their young. Children are seen in their entirety, and Summit makes space for every child to find their own unique voice. Employees encourage students to learn not for learning's sake but to see where learning will take them—to prepare them for a future we cannot predict."

Onboarding new teachers and staff helps ensure they understand the history and the culture of the school they're joining. This fall, 13 new employees joined the Summit family.

"Summit has a very friendly, very welcoming culture," said Mushayamunda. "We hold orientation for new teachers at the beginning of the school year. We connect them to the school by assigning mentors to them, and they learn the history of the school and what makes it special. We highlight *why* we do what we do and why it is important to the lives of our students."

"Our welcoming culture extends to students and parents," Mushayamunda continued. "We want everyone who walks on campus to experience that awesome feeling that 'Summit is a special place. This is where magic happens.'"

The special culture tends to entice staff members to stay for the long term. "Our Transportation Manager, Billy Stoltz, just retired after 41 years with us," said Mushayamunda. "In 2021, Jane Jester, a librarian with 42 years of service, retired, and two teachers who'd been here for more than 30 years also retired."

"We know Summit is great, but it's wonderful to receive validation," said Mushayamunda of the *Triad Business Journal* honor.

# EVERYBODY



## ATHLETIC DIRECTOR JOHN CARTY STRIVES FOR INCLUSIVE ATHLETICS

At Summit, sports are for everyone. That's new Athletic Director John Carty's philosophy.

"We try to find a role for everybody," Carty said.

"We don't want to cut students. You never know how a young student is going to develop. The child you see playing sports in Sixth Grade is not the same child you see on the field or the court in Eighth Grade. We don't want to lose them."

Sometimes, a potential team member has to be cut—but it's only because the team mini-bus has a seating capacity of 14. "We've had times in the past we've cut just based on transportation," Carty said. "But we try to find opportunities for everybody to play."

It's a healthy attitude for healthy pursuits. Carty wants Summit students to love sports, and that starts with simply participating.

Carty, who's starting his seventh year as a Summit coach and PE teacher, was named Athletic Director (AD) last year. Ever since he first interviewed with the school, it's the people he's been most impressed with.

"During my interviews back in 2015, I was struck by how friendly the staff, employees, and families were," he said. "This felt like a very welcoming community. That feeling has never changed."

Summit's culture, he said, is built on relationships. And hard work that doesn't actually feel like work. "It's amazing how hard everybody works and how much of themselves they put into Summit," he said.

Carty and his wife, Anne, have three grown children and two grandchildren. Before coming to Summit, he taught and coached at Greensboro Day for 14 years. Carty grew up playing baseball and basketball. He played baseball in college at High Point College (now University). He also took up golf in college.

He's always been an athlete, but he hasn't always worked in athletics.

# HAS A ROLE

“I worked in the business world for a while,” he said. “I had a good job, but I wasn’t fulfilled. The highlight of my day was when the workday was over and I got the opportunity to coach at night. It’s always been fun to be around the games. And I love teaching and coaching. They are a huge part of my life.”

So, being AD is a dream job—and an opportunity for him to put his philosophy into action. “I want to be a positive light in the athletic community,” he said. “I want to lead by example, and I want to help develop students to their fullest potential.”

If there’s any student who’s on the fence about trying out for a team, Carty has this to say: “When it comes to athletics, we want our students to try and play as many sports as they can. You never know when you’re going to find that spark and passion that helps you develop.”

“When I talk with Summit coaches, one of the things we always discuss is that we want to teach the fundamentals,” he continued. “We want to spend a lot of our time on skills development. Our coaches need to teach the game. And, we want our students to have fun. If we can teach the fundamentals and help them understand the game, it’s going to help them build confidence. And if you build confidence every day in practice, it will translate into future success.”

And how do you build confidence on the field or on the court?

“Everybody brings something; everybody has a role,” he said. “You might have 15, 20, 25 players on your team,” he said. “Your goal as a coach is to meet each student where they are today. And then try to help and develop them to where you think they can be at the end of the season. That’s not only going to make the individual better, it’s going to make the team better. It’s going to help everybody, and that’s the goal. You help them develop and take them where you think they can be.”

One of his long-term goals is to get more Summit alums involved in athletics. “When we look at our athletic program three to five years down the road, we would love to have as many Summit alums involved as possible,” he said. “They understand the culture of the school. We like to keep the Summit family together.”





# POWER OF PLAY



## SUMMIT'S NEWEST AMENITY IS ONE BIG LEARNING LAB—CLEVERLY DISGUISED AS A PLAYGROUND

The new playground at Summit was kid-approved before it was even built.

That's because Summit students—from Eaglets to fifth graders—were involved in the planning.

Second Graders had an especially important role to play. "We were really excited to involve Second Graders as leaders," said Della Hinman, kindergarten lead teacher

and a leader of the project planning process. "It was a chance for them to leave a legacy for younger students."

Since its founding 90 years ago, Summit has valued the role of play in a student's education and development. Recently, the pandemic forced staff to rethink Summit's learning spaces through a lens of health and safety. And the 28-acre campus allowed ample space for new options.

Hinman and her team of teachers studied how younger students used the existing playground, which helped ensure their desires were included in the final product. Summit's Director of Facilities, Chris Dalton, was also heavily involved.



Parents Sarah and Coleman Team have led the crucial fundraising effort with Jeanne Sayers, Summit's director of development. "We've been calling it 'the playground of dreams,'" she said.

The planning process began in the fall of 2021. Phase I was completed in time for the start of the new school year. Phase II will be completed during 2023. Parts of the "old" playground remain available for use while Phase II is in progress.

The students' planning wasn't just a theoretical exercise. In art studio, students were invited to create their dream playground. "Everybody contributed different elements," Hinman said. "The students wanted slides and swings—some of the classic elements we have now. Tree houses were also mentioned repeatedly."

The students dreamed—and drew—big. Not every element they wanted was logistically possible. The zipline and "teddy bear snuggle station" did not make it into the final plan.

Second Graders were vocal about the play elements they wanted to see and the types of movement they like to do—like climbing and balancing. So, one of the two tree house designs includes a giant spiral staircase which allows students to change elevations while testing out their balance and motor skills.

Students also wanted a place to perform. "We are creating an area where they can put on impromptu plays and perform for each other," Hinman said. "There's an amphitheater space on the back of one of the tree houses that has logs where an audience can sit. That space can potentially be used as an outdoor teaching space, too."

Another popular idea was to include water. "We've selected a water feature that will allow students to play with water and materials interactively," Hinman said.

Also included in this play wonderland is something called a "sky hammock." Hinman described it as a giant spider web of rope in a circular pattern and a place where lots of students can lounge together.

To bring the vision of the new playground to life, Summit will raise \$625,000. "One very generous Summit family offered a \$100,000 match, which got us off to a strong start," Sayers said.

Morganton, North Carolina-based Beanstalk Builders won the playground contract. "We were impressed by their resume," Hinman said. "They built the climbing tower at Crossnore in Winston-Salem and the playscape at the Greensboro Science Center. They took our ideas and core values and translated them into something concrete. Plus, they added their own innovations."

Hinman described the playground planning project as "very collaborative." She said, "I'm lucky I got to facilitate. It was a treat to visit with every grade level, and I met with them multiple times. One thing to emerge from these conversations is that teachers wanted a space where they could say 'yes' as often as possible. We felt we should offer students an environment they could use with minimal adult interference."

For safety's sake, the playground's design includes clear sight lines for teachers. They can watch unobtrusively while students engage in play.

"We wanted to foster wonder, curiosity, and creativity," Hinman said. "Some playground designs offer predictable use. There's nothing wrong with that, but we didn't want to limit students' imaginations."

"Students get to know the world through play," Hinman said. "They have a natural inclination to be playful."

Hinman attended a conference, through Summit, several years ago and heard Ben Mardell, project director of the Pedagogy of Play at Harvard University, speak. She recalled that he said, "What is playful to some is not playful to all."

That stuck with her. She said, "We all have different ways of playing and things we enjoy. So, we created some cozy spaces for kids who need a little quiet. A playground doesn't have to be entirely boisterous."

Another important element: inclusivity. "We thought a lot about accessibility and how we could make this space something everybody could enjoy," Hinman said. "That was a real priority for us."

The new playground is the latest evolution in Summit's long history of emphasizing the importance of play.

In 1981, Maintenance Director, Jack Tally, ordered a playground kit that came without instructions. For three weeks, he led a team of Summit staff and parents in building the new playground. A school-wide contest resulted in naming the playground "Fort Tally." It entertained thousands of children for 23 years until it no longer met safety guidelines.

In 2004, the Summit community came together to fulfill the Dare to Dream project—a fundraising and construction campaign that replaced Fort Tally with a new playground.

"Summit's playgrounds have always been built by parents, teachers, and staff," Sayers said. Sometimes literally. "They've always involved a total community effort. It takes a team to make a dream like this a reality."

# INNOVATIVE ADDITION

## TO THE SUMMIT SUMMER LINE-UP

BY SARAH DALRYMPLE, DIRECTOR OF ALUMNI AND COMMUNITY ENGAGEMENT

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This summer an exciting camp was available to students in Grades 4-7. **Idea Shop Entrepreneurship** was led by Jeff Turner, director of co-curricular programs at Summit. In addition, Turner co-teaches the Upper School Innovation and Entrepreneurship (I & E) studio class.

Twelve students from eight different schools enrolled in the camp. Turner said, “it is typical for non-Summit students to attend camps—very few knew each other at the start of the week yet there was a real sense of community by the end of the week.”

Another interesting fact about the student mix of the camp: six girls and six boys. Turner added, “in my experience, this is the highest number of girls to register for an entrepreneurship experience. It was exciting to see so many girls sign up for an opportunity that typically attracts more boys.”

During the week, the students had a chance to visit local entrepreneurs including: current parent, Eric Flow '01, President of Management Services at Flow Automotive Companies; former parent, Jeff Klein, One Hero Creative, Inc.; and current parent, Blake Ginther, The Ginther Group of Keller Williams Realty Elite.

In addition, Chris Culp '82, director of technology at Summit and co-teacher of the I & E class, presented an overview of Twin City Bike Collective, a local nonprofit which evolved from a service learning project shaped by students in the Summit class of 2018. Culp explained that an idea generated by a small group of students only four years ago has grown into an organization that has collected, repaired, and distributed more than 900 bikes.

An area of focus during the week was learning about Trusty Treats, a student-run business selling healthy dog treats developed by three students in the recent graduating class. Two of the students, Amelia Bergman '22 and Kate Walker '22, engaged with the **Idea Shop Entrepreneurship** camp and described the evolution of their business: researching ingredients, developing a recipe, packaging and marketing, and selling directly to consumers.

Under the leadership of Bergman and Walker, the campers produced dog treats and sold them to teachers and employees on campus. As a result of their hard work, the students donated \$64 to The Animal Adoption and Rescue Foundation (AARF) and toured the new AARF facility to present the funds in person.



As curricular and co-curricular programs develop, Summit continues to create and maintain connections with parents, past parents, alums, and the community. If you have a suggestion for Idea Shop or if you are an entrepreneur and willing to share your experience with Summit, please contact:

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jturner@summitmail.org

**Chris Culp**

Director of Technology  
cculp@summitmail.org

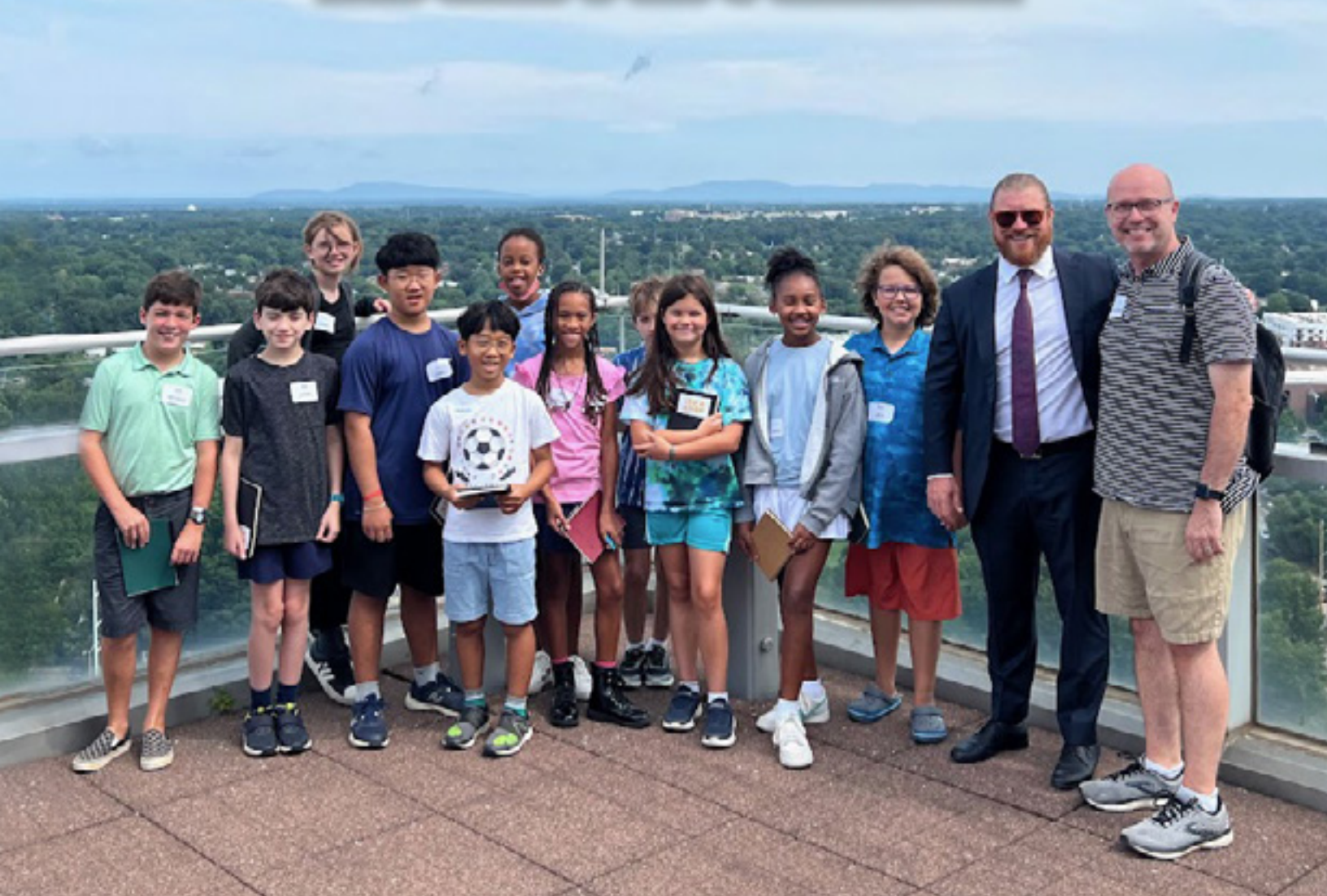
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# SUMMIT SUMMER





# TRIAD ACADEMY DIVISION ANNOUNCES NEW LEADERSHIP ROLES FOR THE 2022-23 SCHOOL YEAR

BY KAREN PRANIKOFF, TRIAD ACADEMY ADMISSIONS & DEVELOPMENT DIRECTOR

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For the past 22 years, Triad Academy and Carrie Malloy have been synonymous. From developing the first through twelfth grade program, teaching Fourth Grade, serving as admissions and curriculum director, and eventually serving as head of school for Triad Academy, Malloy has worn many hats and worn them well.

Founded in 1995, Triad Academy was housed at Green Street Church and served 30 students in Sixth through Twelfth Grades. In 2000, Malloy and her husband Richard helped develop a first through fifth grade program and secured the financing to enable the students to move from Green Street to Friedberg Church Road so a larger population of students with dyslexia could attend. He served on the board of trustees and she taught Fourth Grade.

Trained in the Orton-Gillingham (O-G) Approach, the gold standard for teaching children with language based learning difficulties like dyslexia, Malloy hired and trained teachers to give students the diagnostic and prescriptive instruction to help them reach their academic potential. “The goal of our program is to remediate intensively so a student can close the gap between his/her achievement and potential and return to a traditional classroom,” she said.

In 2012, Triad Academy moved to Reynolda Road to become a division of Summit School. Under Malloy’s leadership, Triad Academy evolved from a small school serving under 40 students with only a handful of teachers to a division of Summit with nearly 100 students and 35 faculty members. Even though being part of a larger school came with changes, the Triad mission remained true, helping children with dyslexia meet their cognitive potential.

After 22 years of leading the Triad division, Malloy is turning over the leadership position to Lisa Buschek who became the director for the 2022-2023 school year. While Malloy no

LISA BUSCHEK



longer runs the daily operations, she spends forty hours a month training and mentoring faculty in order to maintain the hard-earned accreditation through the Orton-Gillingham Academy. Additionally, she will participate in the admission process, help manage enrollment, and attend weekly team meetings. “As one of 18 schools in the country accredited by the Orton-Gillingham Academy, maintaining the Academy standards and training new faculty in the O-G approach have become full-time jobs,” she said. In her role as a Fellow of the Academy and a member of its board of trustees, Malloy will help maintain the gold standard that has kept the Triad Academy program a success for over 25 years.

Buschek joined Triad Academy 11 years ago. During that time, she has been a lead teacher, language tutorial instructor, and served as assistant director. “Carrie has done a great job making my transition to division director as seamless as possible. She continues to provide her expertise in guiding me in my new role,” Buschek said. As division director, she will oversee the day-to-day operations which includes: hiring new faculty, being a member of Summit’s administrative team, overseeing all division-wide communication to faculty and parents, student placement, participating in the admission process, managing enrollment, and developing curriculum.

Buschek works closely with Parker Kelly Tegeler ’02 who has been teaching in the division for 13 years and has also had different roles, including lead teacher in Third and Fourth Grades. Tegeler, a Fellow-in-Training at the Orton-Gillingham Academy, now serves as the Orton-Gillingham and Multi-Sensory Math Curriculum Coordinator for the

division, where she provides support and mentorship for teachers. Additionally, Tegeler participates in the admission process and helps manage enrollment.

As part of the learning support team, she works with the assistant directors in the Lower and Upper School divisions to ensure that students are receiving the academic support they need, including accommodations. Tegeler manages O-G tutoring and division-wide assessments, including language tutorial, ERB (standardized tests), and math. She supervises the mentor/mentee program by pairing Triad teachers who are new to the division with O-G trained mentors. In collaboration with Malloy, she develops, participates in, and supervises O-G teacher training, and reviews applications for teachers applying for certification with the Orton-Gillingham Academy.

With a great leadership team in place to provide support to its highly trained faculty and eager students, the Triad Academy division is charting the course for a successful 2022-23 school year.



CARRIE MALLOY



PARKER KELLY TEGELER '02

# UPPER SCHOOL LEADERSHIP OPPORTUNITIES EXPAND

## EIGHTH GRADERS ARE TAKING ON MORE THIS SCHOOL YEAR.

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The Upper School division at Summit School has always emphasized leadership. This year, the approach will expand to include more students.

“There will now be a clear pathway when students enter Sixth Grade to see what leadership looks like at each grade level,” said Chris Jenkins, the teacher leading the effort in Eighth Grade. “This will be an opportunity, but also a responsibility.”

Ninth Graders will continue to have the greatest leadership responsibilities. “Ninth Graders are always chomping at the bit to have an impact on the school,” said Dan Helm, a ninth grade teacher who has team-taught Summit’s Life/SCALE class, a character and leadership exploration course.

“All Ninth Graders have an equal opportunity to participate in the Executive Council,” he added. “The most conspicuous thing they do is lead the upper school assemblies, manage announcements, and put together community gatherings. At Summit, there are a lot of ways to be a leader.”

This year some of these leadership opportunities are being expanded to other grades. “I absolutely love that leadership opportunities are proliferating and becoming a pervasive aspect of the school culture culminating in Summit’s ninth grade experience,” Helm said.

This year, Eighth Graders are beginning to take on a more active role in leading. And eventually, the entire Upper School will have increased opportunities to lead.

“We want to further develop a throughline beginning in Sixth Grade that allows students to see a clear progression for growth and opportunities for leadership and service,” Jenkins said.

Beginning this year, Eighth Graders—and, during the second semester, Seventh Graders—will develop a Student Advisory Council modeled on the ninth graders’ Executive Council. Individuals will be selected from each of the eight advisories (homerooms) and, ideally once a week, get the opportunity to voice what they’re hearing and seeing around school.

“We want to help students become more confident in their ability to lead,” Jenkins said. “Rather than just saying, ‘We want this,’ they’ll learn to develop proposals and plans and bring them to teachers and administration. We’re teaching them how people work together to implement change.”

These leadership opportunities won’t be the sort students campaign for. “It’s not a contest,” Jenkins said. “We’re starting in a more egalitarian way. By the end of the school year, ideally, all 56 eighth grade students will have had the opportunity to participate in the Advisory Council in some way.”

Up until now, student leadership has been concentrated in the Ninth Grade in the form of a rotating group of students on the Executive Council. They lead student assemblies and help organize spirit and community events. They’ve also led service projects that, due to COVID-19, have largely taken a back seat for the past two years.

At Summit, being a leader means sharing your talents with the school community and the community at large. Jenkins said, “We’ll be impressing upon the eighth grade students the importance of giving back.”

The Ninth Graders are already well acquainted with giving back. They have aided the Diaper Bank and Twin City Bike Collective, a nonprofit that repairs bikes and gives them to community members who need them.



And they're involved with even more. The Lovett Foundation donates \$2,500 to the ninth grade students who then work with the Development Office to grant the money to a community partner. Those students get to determine which nonprofit receives the funds. "Leadership in Ninth Grade is focused in part on philanthropy, which is different from charity and different from volunteerism," Helm said.

Eighth Graders have managed their own service projects. One they have already led was with Second Harvest Food Bank last spring. Eighth grade boys helped prepare meals for Second Harvest clients. While the boys were helping the broader community, eighth grade girls were participating in a STEM leadership program.

Leadership takes many forms at Summit. One way students can lead is through the Summit Idea Shop. "Some of the work in the Idea Shop is supported through our Innovation and Entrepreneurship class—an eighth and ninth grade studio class," Helm said. "We support students in really interesting projects they want to pursue, particularly entrepreneurial ones such as The Summit Coffee Project."

Another aspect of leadership: Summit's Big Friends/Little Friends program, where each upper school grade is paired with a lower school grade. Eighth Graders are paired with Third Graders, while Ninth Grade is partnered with Fourth Grade. "The "bigs" and "littles" might sit together during an assembly or simply share a high five when they pass in the hall," Helm said.

Learning to lead is a vital part of the Summit experience. Helm said, "When students leave here, we want them to be not just prepared for the future but prepared to *create* the future."

CHRIS JENKINS



DAN HELM

**"WHEN STUDENTS LEAVE HERE,  
WE WANT THEM TO BE NOT JUST  
PREPARED FOR THE FUTURE BUT  
PREPARED TO CREATE THE FUTURE."**



# The Douglas Award

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Marian Millaway Douglas '69 Award  
for Faculty Excellence in Teaching  
awarded to **Henry Heidtmann**

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The Marian Millaway Douglas '69 Award for Faculty Excellence in Teaching was established in December 2000 with generous funding from Sandra Adams, Ann and Borden '60 Hanes, 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
-



During her annual visit to campus to present the award, Mrs. Douglas said:

“This year’s recipient is a teacher’s teacher, an educator who engages the whole child, a lifelong learner and proof positive that the single biggest variable in student success is the quality of the classroom teacher.

“This year’s recipient loves to shepherd students to a place of confidence by building their competence in a dazzling array of areas. In this teacher’s classes students learn to conduct research, consider their audience, write for impact, and combine the written word, audio, and visual in ways that both inform and inspire. Whether students are interviewing former heads of school, making public service announcements, hosting Screamin’ Eagle Radio each morning, or providing live-stream play-by-play and color commentary at Summit sports events, they are learning in real-world ways. This educator encourages students to pursue their passions and shows them that their voices matter, and have an impact on the world around them.

“A decades-long colleague says this about our recipient:

- During the summer they work tirelessly to make sure the audio and video equipment play nicely with the technology equipment in preparation for the opening of school.
- As storm systems approach our area they are prepared with weather models, forecasts, up to minute information and emergency communications, practically daring the power to go out!
- Perhaps their best work was showcased during the pandemic when they were preparing for teachers to instruct remotely, setting up classrooms for hybrid instruction, working at all hours to edit and post COVID-19 information videos or working on a last minute plan to solve one problem or another. And who can ever forget the new best friend they brought to life for students and teachers: FRED, our front row educational device.
- I can always count on this person to help me with a problem, look out for me when he notices something that is going to be an issue down the road, check on me when I am not myself and tell me what they think about something we are working on or a situation. Great teams are not made of identical individuals. They are made from caring and unique individuals who put the team before themselves. This colleague can’t help it. It’s simply who they are and how they roll.

“This year’s recipient has served in a mind-boggling number of roles since starting at Summit in 1984, including: bus driver, greeter, supply coordinator, AV specialist, baseball/ basketball/soccer coach, activity block teacher (digital media and broadcast studios), and classroom technology specialist. They can also be found sharing their musical talents in the Summit faculty house band and, when needed, at student musical performances.

“For this year’s recipient, Summit is a family affair with his spouse teaching here and all three of their children having attended Summit.

“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 are all in a day’s work for the 2022 recipient of the Marian Millaway Douglas ’69 Award for Faculty Excellence in Teaching: Henry Heidtmann.”



## BILLY STOLTZ

Since 1981, Billy Stoltz steadfastly served the Summit community. He filled many roles during his forty year tenure, from consummate carpenter to bus driver extraordinaire. Billy was also very active with students, serving as a field trip chaperone on innumerable occasions, and participating at Pioneer Day, Native American Day, Camp High Rocks, and other signature events. The Parents' Association biennial Gala was a beneficiary of his talents as he often lent his carpentry skills to help with the classroom projects, a valuable component of the silent and live auction.

duWayne Amen, former facilities director, described Billy as "Summit's Man Friday." Amen recounted many additional roles that he took on: playing Santa, playing guitar and singing, building stage scenery or building classroom furniture, making friends of students and staff or making bus driving appear effortless. He said, "whatever the task, you most likely would find Billy on it. He would often say to me; 'I'll do whatever you ask, the pay is the same.'" Amen added, "Billy lived the role that I felt Doug Lewis desired of the maintenance department, to be an integral part of school life."

We congratulate Billy on his retirement; he now has more time to check out the live music scene and bake his delicious pound cake.



## STEVE HARBERGER

Upper School Design Teacher, Steve Harberger, retired after eight years of teaching. According to Chris Culp '82, director of technology, Steve's journey to Summit started in conversations while the two were fly fishing in the streams of the North Carolina mountains. He said, "our students were very lucky to have a teacher with 30 plus years of industrial design experience and a passion for the learning process. Steve gave Design Studio students a strong foundation in the Design Thinking process."

Misty Hyman, director of the Upper School division, added, "his can-do attitude and passion for helping others think outside the box has made a significant impact on his students."





# EVERY EAGLE. EVERY DAY.

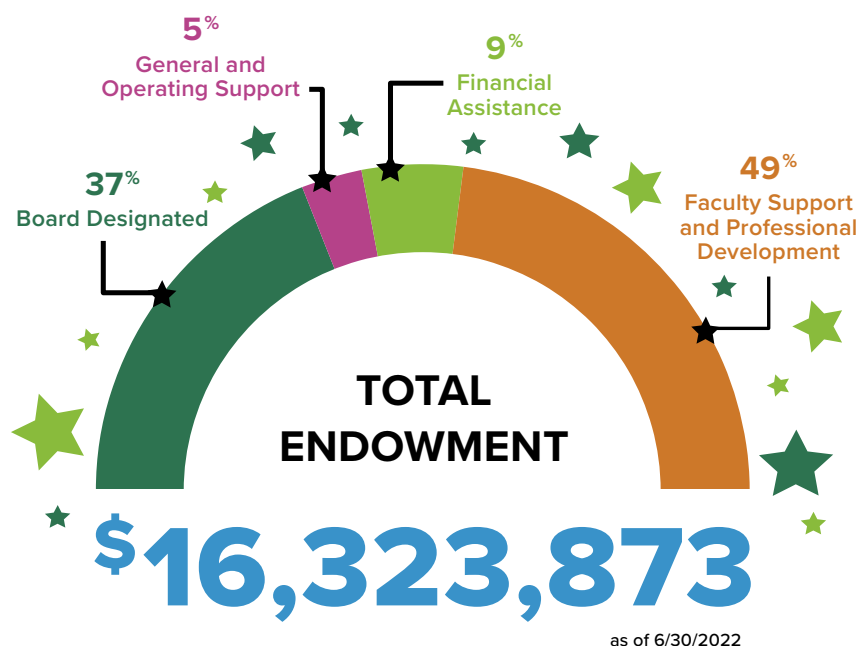
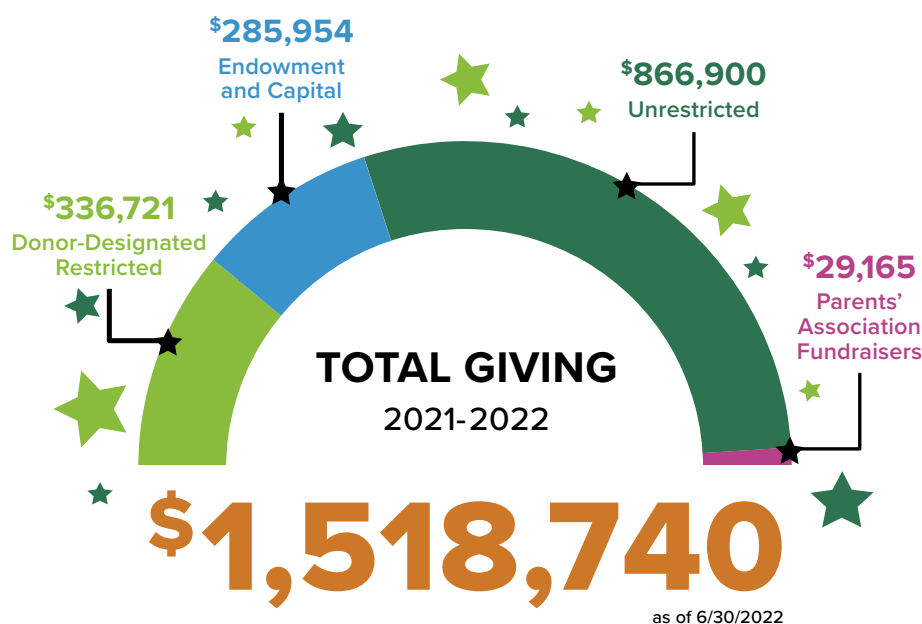
Since 1933, Summit has proudly engaged in a culture of philanthropy, partnering with parents, grandparents, alumni, past parents, friends, and community organizations to help students develop their full potential.

The loyal support of our innovative programs is the fuel that ignites intellectual curiosity within our students—a curiosity that leads to the discovery of passions that positions them to succeed within and beyond the classroom.

Because our generous donors invest in our mission, Summit is able to offer an exceptional education that has benefitted generations of families—and continues to inspire learning among our children today. We are grateful for the incredible impact their generosity has on the lives of Every Eagle, Every Day.



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(our annual roster of donors)



## Advancement & Enrollment

CINDY KLUTTZ

Summit School opened the 2022-23 school year on August 24, with 543 total students: 293 in the Lower School, 152 in the Upper School, and 98 in the Triad Academy division. Two-hundred and fifty-nine students are male and 284 are female. Children of alums comprise 19% of the student body, specifically 101 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 97 new students on opening day, in line with last year's new student count of 98: 74 in Lower School, 9 in Upper School, and 14 in the Triad Academy division. Of these new students, 42 are boys and 55 are girls. Ten new students are children of Summit alums, and 19% of the new students are students of color. This year's new students hail from 17 distinct zip codes, showcasing the geographical diversity of the new student class.

Early Childhood (comprised of Eaglets, Junior Kindergarten, and Kindergarten) 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 109 financial aid awards to assist 20% of the student body. The total aid given for the 2022-23 school year was \$1.4 million, which is 10% of gross tuition.

Looking forward, the Admission Office has already received 47 applications for the 2023-24 school year, 81% 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.

## Development

JEANNE SAYERS

Thanks to the continued generosity and philanthropy of the Summit community, we raised \$1,518,740 in the 2021-22 fiscal year in support of our mission, programs, faculty, and student experience. This represents an increase of 7% over the previous fiscal year.

A new swingset and tree house have brought adventure and laughter to the lower school playground. The next phase of construction will add a second tree house, an adventure tower, swinging bridges, and a sky hammock. The total cost of the

project is \$625,000, funded entirely through the generosity of our community.

We look forward to celebrating the 90th anniversary of Summit School at our biennial gala on Saturday, March 18, 2023!



*Scan to read Summit Support.  
(our annual roster of donors)*



## Athletics

JOHN CARTY

Summit School ended the 2021-22 school year with Conference Championships in Girls Tennis, Girls Basketball, and Girls Soccer. We began the fall with 137 upper school students participating in our athletics program. The focus for all of our coaches and players this season is growth, confidence, and leadership. Each team also focuses on its core values throughout the season. Trust, confidence, respect, and teamwork are common themes that run through our fall sports teams and throughout our program.

Summit's coaches focus on skill development, fundamentals, and fun during each season. The confidence, growth, and development of the players and the teamwork demonstrated from the beginning of the season to the end of the season are impressive. Our teams are a reflection of the growth, confidence, and leadership that our coaching staff creates through practices and games.

This fall, 11 of the 24 coaches are current faculty and staff members. We are also happy to welcome seven alums and five college students to our coaching staff.

## Human Resources

YVONNE MUSHAYAMUNDA

We are grateful to our returning teachers and are excited to welcome new faculty and staff as they join us to engage and inspire Summit students. This year, we welcomed 13 new dynamic faculty to Summit's community. The total number of faculty and staff for the 2022-23 school year stands at 166 employees: 57 in Early Childhood and Lower School, 32 in the Triad Academy division, 34 in Upper School, and 43 staff members. 58% of faculty hold advanced degrees. Our faculty gender breakdown is 78% female and 22% male; 12% of Summit teachers are faculty of color.

As we grow our presence in the community, we were excited to be nominated as a Best Places to Work employer by the *Triad Business Journal* in May 2022 (see the full article, p. 4). The *Triad Business Journal* solicited nominations to determine the Best Places to Work and those companies were surveyed by Omaha, Nebraska-based research firm Quantum Workplace. We finished 3rd place in the large companies category—a great achievement of which we are proud. The survey required a minimum level of employee participation and

evaluated criteria such as compensation, benefits, feeling valued, and trust in senior leaders. Finalists were selected based on cumulative scores within their size category, which is based on the number of employees working in the Triad. Categories include micro (10-24 employees), small (25-49), medium (50-99), large (100-299), and extra-large (300+).

We continue to hear that professional development is a draw for faculty to the school. Summit provides multiple avenues for professional growth for our teachers as individuals, groups, and as a whole. Our goal is for teachers to feel supported in finding the resources they need for their specific professional growth so they can continue to innovate their teaching to benefit our students. To prepare for the 2022-23 school year and to equip our teachers to work with our diverse students, Lower School teachers participated in the Orton-Gillingham Basics of Teaching, Reading, and Spelling. We are confident that this in-house professional development will have a positive impact on inspiring learning and enriching the student experience.

## Finance & Operations

CARTER STURKIE

Summit School emerged from the worst of the pandemic in strong financial condition. Many of the in-person programs and activities that were suspended in 2020 have now fully resumed. This plays out in the school's budget as well, with both increased revenue and expense associated with the greater level of activity. As evidenced by the school's recent recognition as one of the Best Places To Work in the Triad (see the full article, p. 4), Summit is committed to attracting, supporting, and retaining an outstanding faculty and staff; therefore, competitive salaries and benefits are critical expenditures.

Summit enters 2022-23 from a position of financial stability and can draw on this strength as it faces both new opportunities and challenges. As the school embarks on a new strategic plan, there will be many different investment initiatives from which to choose. Challenges include mitigating costs in an inflationary environment while maintaining the school's commitment to providing competitive salaries and benefits.

After almost two years of modified take-out foodservice, we are very pleased to have both dining halls open for in-person dining. Chef Justin Wilson and his team weathered the storm and resumed providing creative and healthy dishes for students to enjoy in each other's company. We are also especially proud of the most recent health department scores indicating best-in-class service.

### 2021-22 Financial Highlights

- 66% of the budget (over \$10.4 million) was allocated to salaries and benefits.
- Summit's endowment valuation declined along with the broader stock market and was valued at \$16.3 million as of June 30, 2022. The annual endowment draw contributes over \$750,000 toward Summit's operating budget.
- Bond debt dropped below the \$10 million mark and now stands at \$9.6 million. Annual debt service is approximately \$1 million in principal and interest payments.

## Ebeling Center for Excellence & Innovation

MICHAEL EBELING

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 pervasive and robust role of the CEI is reflected in the Lower

School, Triad, and Upper School sections of this *State of the School Report*. The single biggest variable in student success is the quality of the classroom teacher. Summit's CEI is testament to that fact.





In the ever-changing world of technology, Summit works to provide the best for our students. Our main areas of focus are network infrastructure, ease of use, student safety, data access, and availability of technical resources. We believe that learning and exploration should happen everywhere and anywhere. Expansions for the 2021-2022 school year:

- Leveraged software systems implemented during the pandemic to communicate better and to connect people and programs
- Discovered, collected, and analyzed data better by building in house dashboards in Google Data Studio to seek further context on how to improve program and operations
- Started iPad trial 1-to-1 program in 9th Grade
- Installed Macbook M1 laptops in Design Studio
- Refreshed tech in the Digital Music Studio and the Digital Media Studio with iMac M1 desktops
- Increased 4k surveillance camera system to cover main areas of campus
- Installed Bullseye teacher observation software in Upper School
- Increased our Ricoh Multifunction printing system to 17 devices
- Added student access to the Ricoh system in 9th Grade
- Upgraded our network controller and gradually installing WiFi 6 access points around campus
- Deployed new Chromebook laptops in many grade levels
- Installed new digitizing tablets in the photography studio
- Implemented Clever to sync sign ins and rosters across curricular software systems
- Expanded online ERB testing to get faster results
- Dedicated PodCasting studio for students and staff
- Screamin' Eagle Radio upgraded broadcast software to allow programming to run 24/7 on 92.1 MHZ for families to enjoy during dropoff and pickup times on campus
- Added large screen monitors in art studios for teachers to demonstrate techniques to students
- Grew mobile tech learning programs in the Early Childhood division
- Implemented EarlyBird Education assessment tool software
- Added tablets in the Early Childhood division to facilitate use of EarlyBird software



## Lower School

TOM GETHING

The 2021-22 school year was memorable for a number of reasons. While the pandemic still had a significant influence on how we organized the work of teaching and learning in the Lower School, we were able to adapt. Many of the signature events were back in person and we found ways to have parents join us on campus. The Fifth Grade was able to complete its traditional Enrichment Week at the Mountain Trail Outdoor School in North Carolina. Our first big events on campus in almost two years were the Spring Sings for JrK and K, both great events. Additionally, we continued to develop the curriculum, completing the first year of implementing Reveal Math (K-5) and deepening our work with Zaretta Hammond's Culturally Responsive Teaching.

2022-23 will undoubtedly be another busy year. We opened a third section in Second Grade. In August, we welcomed five new teachers to the faculty and four new assistant teachers, all of whom are already having a positive impact in the classrooms.

The Lower School has several developments ongoing. This includes the second year of implementation of Reveal Math; again we are working in partnership with

external expertise in the continuous development of math teaching. Additionally, we will be starting the process of making changes to how social studies is taught and learned. This year teachers will be collaborating in developing a new framework for social studies instruction from First through Ninth Grades. Much of this year's work will be foundational and the real impact in the classroom will start to appear during 2023-24. We have also started to implement a new early reading screener for JrK to First Grade, which will allow us to know in greater depth the learning profiles of our students and target instruction to their needs.

We are also excited by the fact that we can finally start to meet more often in larger groups; something which is so important to building and maintaining our sense of community. We have reintroduced the Lower School morning meetings into the calendar. We gather every six weeks as a community, acknowledging each other, singing songs, and sharing stories. Our first meeting was a magical moment. We are also investing energy in the Big Friend/Little Friend program, which has always been such an integral part of making our commitment to belonging real.

## Communications & Parent Engagement

SARAH MCAULEY

Continuous improvement of our communications strategy allowed for the evaluation of best practices and resulted in the implementation of several adjustments. The most effective evaluation tool was our community surveys which gathered information from specific stakeholders and provided an equitable mechanism for gaining feedback. Examples of the results of these improvements are: the significant increase in open rates of our weekly parent newsletter due to minor modifications, an increase in the offering of small family gatherings that provide for more meaningful parent connections, and an increased interest in volunteering by surveying parents about their interests.

The 2022-2023 school year began with incredible energy and optimism. A strategic social media initiative has led to a robust online following and increased viewership. Quick Peaks, student-narrated short videos which take a look inside the classroom, have returned and are shared with our community and also are used for marketing purposes. Signature events such as the Back to School Coffee and Back to School Bash had record numbers of attendees. Our Inspiring Learning program, a speaker series that brings local professionals to campus to discuss topics related to parenting, has returned and will have its first event this fall.



This year we welcomed 98 students to the division, including 24 new families and two new faculty. We are working collaboratively across divisions to identify students who need academic support using a new cross-divisional literacy screener that helps identify signs of dyslexia as early as preschool age children. This summer we offered a literacy foundation course targeted to help teachers understand the science of reading and best practices in literacy instruction for all learners. Both Lower and Upper School faculty attended this course. Commensurate with our mission to provide intensive support for our students, our O-G to Grow summer program serves as both an introduction to students entering the Triad Academy division and those current students who want to maintain their skills over the summer. This program also provides an opportunity for teachers to begin their practicum toward their Orton-Gillingham Academy credentials.

We are so glad to be offering in-person parent learning opportunities throughout the year. In addition to a multisensory math session, parents are encouraged

to participate in the Subscriber Course through the Orton-Gillingham Academy. This course provides parents and community members with an opportunity to better understand the neurocognitive basis of reading acquisition and reading difficulties, and the research which supports the efficacy of the Orton-Gillingham approach to literacy remediation.

After a rigorous application process, this past spring the Orton-Gillingham Academy awarded our division a seven year re-accreditation for which we were cited as exemplary for our professional development. As one of 18 schools in the country and one of two in North Carolina accredited by the Orton-Gillingham Academy as a training center and school, we are asked to train others in the Orton-Gillingham Approach. Currently, we are training and mentoring 12 individuals who are working toward Associate Level Accreditation, including members of our faculty and those in the Winston-Salem community. Over half of our faculty is credentialed by the Orton-Gillingham Academy, which includes four members who achieved Associate Level credentials last year.



The conclusion of the 2021-2022 school year brought a greater sense of community and excitement as students were able to return to overnight trips and families were invited back on campus to connect with one another, connect with teachers, and learn about their child's experiences. Our 6th grade students enjoyed their overnight trip to Charlotte which included a trip to the Whitewater Center, Discovery Place, and a Charlotte Hornets game while students in 7th Grade connected their science knowledge to the South Carolina coast as they visited Charleston. Our 8th Graders were able to experience our nation's capital on their overnight visit to Washington, DC. The return of our annual trip to Costa Rica for our 9th grade students provided once-in-a-lifetime experiences as they participated in rebuilding the Santa Elena Cloud Forest and connected with locals to gain an understanding of Costa Rican culture. Additionally, all of our upper school faculty completed their Middle School Responsive Classroom Training which increased developmental responsiveness, emphasized the importance of engaging academics, provided strategies for fostering positive community, and offered tools for the most effective classroom management. This program focuses on the unique needs of young adolescents, with the goal of promoting strong academic and social-emotional skills.

In August, we welcomed five new faculty to the Upper School division, all of whom have been warmly received and they are already making a positive impact on our students. As we continue with our second year of Responsive Classroom, teachers are continuing to focus on engaging academics, fostering positive classroom community, and responding to student developmental needs.

Our division has placed a priority on the continuation of curriculum development across all content areas with Social Studies leading the way as a collaboration between teachers in Grades 1-9. The development of a new grammar scope and sequence in Language Arts classes across all grade levels in Upper School allows for a focus on writing that is beneficial to our students. In 9th Grade, students are being challenged by taking an Advanced Placement World History course for the first time while being supported by teachers who know them well, who can provide structure, and who can equip them with the skills necessary to succeed in a college-level course.

Student voice and leadership are ever present with the development of the 8th grade student advisory council and continuation of the robust 9th grade executive council (see the full article, p. 12). As the year progresses, students will have influence on their day-to-day experience and engage in problem solving opportunities to benefit our Upper School community. We are excited to bring back our student-centered clubs on Friday afternoons with options such as roller hockey, cooking, textile arts, book arts, drama, and woodworking. We gather as an upper school community on Monday mornings as our 9th grade students lead announcements, service opportunities, spirit games, and much more. Grades 6-8 have their own grade level assembly once a week to gather as a smaller community, share grade level information, and provide opportunities for groups of students to practice leading their peers. It is a gift to be able to meet together as a community, participate in our enriching field trips and overnight trips, and invite families on campus more often this school year.





## Idea Shop

Summit has always been a launching pad for entrepreneurs and a fertile soil for innovators. To formalize this reality, we chose the name Idea Shop. Summit School's Idea Shop provides opportunities for Summit students, teachers, parents, and alums to explore and implement innovative ideas to find their place in the world, contribute to their community, express their voice, and make an impact in tangible ways.

Curricular opportunities on campus include the 3rd grade economics unit, the 8th grade engineering project, and the Upper School Innovation and Entrepreneurship (I & E) studio course. Enrollment in the I & E course grew from one student during its first year to seven students last year to 19 this year. Students spend time with local entrepreneurs by way of classroom visits and field trips. They participate in one of Summit's student ventures including Coffee Shop, Twin City Bike Collective, and new businesses: hot sauce, maple syrup, and woodworking. They also develop a small business or nonprofit. Last year for example, three 9th graders developed a healthy dog treat business and donated the proceeds to a local animal shelter.

Idea Shop Pop-up classes based on Summit ventures were introduced in the spring of 2022. These one-time classes often get their inspiration from topics and experiences that don't fit into the eight-week format of the typical Afternoon Academy class. They also take advantage of the right conditions such as warm weather for beekeeping and honey extraction. More Pop-ups are planned for fall 2022 and spring 2023.

## Afternoon Academy

There were 124 registrations in the spring 2022 Afternoon Academy program in classes that included art, blacksmithing, sewing, chorus, Crazy Running, and soccer. Lower School Spanish teacher, Elizabeth Bankson, designed a class called PaperCraft - Artesanías de Papel that focused on art with paper inspired by craftspeople of the Spanish speaking world. Students had a chance to "practice Spanish while they made masks, banners, and animal art."

The fall 2022 season had 167 registrations in classes that included beekeeping, ukulele, art, and metal detecting. After a brief hiatus, we offered classes in gymnastics and dance. These fall classes were open to the public for the first time since spring 2020.

## Afterschool

The 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 fourth year as director of the program. The strong team of teachers she assembled remained intact from last school year with only one change—one employee took a lead position in Lower School. The number of students enrolled in the program continues to rise, especially in Early Childhood. Students spend much of their time outdoors, enjoying Summit's fields, playgrounds, and gardens.

## Summit Summer

2022 was a big, busy, and joyous summer and our 34th season broke several records:

- highest number of camps - 101 (v. 89 in 2017)
- highest number of leaders and interns - 120 (v. 102 in 2019)
- highest number of registrations - 1,647 (v. 1,403 in 2018)

Our schedule included a mix of familiar favorites with new options such as Aerospace, Prehistoric Ptimes, Soccer, Idea Shop Entrepreneurship (see the full article, p. 10), Lego, Fishing, Extreme NC Adventures, Sewing, Amazing Science, Vet Camp, Super Sitters, and Early Childhood camps: Project Play and Camp Discovery. We were thrilled when five local restaurateurs came to campus to judge a cooking competition led by Dining Hall Chef Manager Justin Wilson. Members of the Development Office led an impactful camp called Make a Difference where campers visited local nonprofits to learn and help. This summer also saw the return of our extended day options: BeforeCamp and AfterCamp.

Summit Summer is the camp of choice for many local families. On February 1st, our traditional first day of registration, Summit families filled 807 spots. Registration reached 1,000 by 2 pm on day two as non-Summit families began filling spots. By the third day of registration, the number of students on waitlists was 409. Unfortunately, those numbers continued to grow. To meet the demand, we added 14 new camps in April and expanded enrollment where possible. We worked hard to move over 200 children from waitlist spots to the newly created spots.



## SAVE THE DATE

March 18, 2023



★ ★ ★ CORE COMPETENCIES OF SUMMIT SCHOOL ★ ★ ★

