COMMITTED TO COMMUNITY

Lamplighter steps up involvement with Commit2Dallas strategic partnership with DISD elementary schools
Our Mission
Dedicated to igniting the potential of each child, Lamplighter engages children in the joy of learning through intellectual discovery in a creative, inclusive, and collaborative environment.

Diversity Statement
Diversity will strengthen the education of Lamplighter children and enrich the lives of all members of the Lamplighter community. Lamplighter will, therefore, strive for the lamps that we light to reflect the ever-changing community in which we reside. We value individuality and encourage all children to reach their potential, while respecting their similarities and differences. We are united in purpose and committed to working together to accomplish the mission of The Lamplighter School.

Non-Discrimination Statement
In compliance with federal and state laws, The Lamplighter School does not discriminate on the basis of race, color, creed, gender, national or ethnic origin, age, marital status, sexual orientation, or disability in administration of its educational policies, admission policies, financial aid program, athletic and other school-administered programs, or the employment of staff.

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Deadline for articles, photographs, and news for the next issue (Fall 2017) is August 1, 2017.

On the cover: As part of Lamplighter’s Commit! strategic partnership program, second-grade students from Walnut Hill Elementary have been paired as pen pals with Lamplighter second-graders. After an initial meeting at Lamplighter during the Dooley Author Series, a second meeting took place in early January at the local DISD school, Walnut Hill Elementary.
Dear Members of the Lamplighter Community:

Spring is in the air! Spring is the season of new beginnings and transformations. It is with enthusiasm and excitement that I announce the Lamplighter campus transformation is coming to completion with the now 10,000 sq. ft. Innovation Lab and barn.

The new red barn in all of its glory will open this month. The Lamplighter Layers Corporation has continued to thrive and despite the noise of construction, the chickens continue to lay delicious eggs. Next month members of the senior class will begin the orderly transfer of old chickens to new homes while the rising seniors begin the process of raising baby chicks, a process that is now 58 years old. New fencing has been erected in preparation for the return of the farm animals in the fall. Yes, indeed, spring transformations are evident at every turn.

Final touches are being placed on the new Innovation Lab. Those closest to the project may agree that no matter how many times we've seen the plans on paper or in a PowerPoint presentation one could never fully imagine the exquisite learning spaces that are coming to fruition. Architect Marlon Blackwell is truly a visionary designer.

In the fall students and teachers will work hand in hand in the new learning spaces. The Innovation Lab will be home to Early Childhood and Lower School science classes including a generous space for robotics. The environmental science classroom is light-filled and is positioned closest to the creek for easy access for pond studies. The Innovation Lab will include a teaching kitchen that is right-sized for the youngest learners through those who are seniors. Everything from the gingerbread man and treats from the garden can be enjoyed in the new kitchen.

This fall a new course in woodworking will be offered. Students will learn to use basic hand tools to construct objects from wood. Lastly, but certainly not least there is also a project room that has been designed to give the faculty flexibility as they plan units of study. Additional space is available so that students can leave materials out as they construct new knowledge.

Improvements have also been made to the playground area with a new sport court. The entire playground is now within the Ring Road. This will give our students more options for outdoor play.

Yes, spring is a time of new beginnings and we are so excited about the future. This fall there will be a series of events so that parents and friends of Lamplighter can come for a visit. We are eager for you to see what we’ve been up to!

Sincerely,

Joan Buchanan Hill, Ed. D.
Head of School

Our students continue to be the recipients of a world class education and the new learning spaces will enhance the experience.

A special thank you to our Board Chair Sarah Weinberg, Construction Chair and past Board Chair Catherine Rose, and Campaign Chair Jennifer Karol along with the entire Lamplighter Board of Trustees. We could not have achieved this vision for our students without the participation of alums, alum parents and close friends of the school in addition to our Lamplighter parents, faculty and staff.

Sincerely,

Joan Buchanan Hill, Ed. D.
Head of School
Dear Lamplighter Community:

Driving the Ring Road is, well, different lately. Our conversations in the car about the upcoming day are infused with palpable excitement as we round the corner and see the new construction and landscaping shaping up for full completion in time for the 2018-19 school year. With our enhanced campus, we begin a new chapter in our journey of nurturing curious, confident, risk-taking, and distinguished Lamplighter learners. They will blossom in the savvy new woodworking space and teaching kitchen. They will build a lifetime love of learning working together in the thoughtful, practically-designed innovation spaces. And, yes, they will continue the delightful Lamplighter tradition of caring for animals and learning responsibility in the marvelous new Barn. With Lamplighter’s amazing faculty and staff crafting our children’s educational journey in our wonderful learning spaces – new and existing - the possibilities are infinite.

Our beautiful campus completion affirms the many forms of generosity in our Lamplighter community. The dedication, time commitment and collaboration from the staff, faculty and board to enhance our campus have been truly remarkable. The patience and flexibility demonstrated by students, parents and alumni have been above and beyond. The hard work, creativity and partnership of the design and construction team including Vel Hawes, Hill and Wilkinson and Marlon Blackwell Architects brought the plans to life. Without the generosity of capital contributed by our entire community to make our campaign a comprehensive success, this would all just be a dream.

What a wonderful time to be a part of the Lamplighter family! Thank you for your part in making our dream a reality.

With Lamplighter spirit,

Sarah Weinberg
Board Chair
The Lamplighter School’s annual “Senior” luncheon was held last fall to celebrate the School’s graduating fourth-grade class. The gathering is not only the School’s way to acknowledge the fourth-graders’ achievements during their seven years at Lamplighter, but also provides an opportunity for students and their parents and teachers to reminisce. Invited to address the group were two young alumni, Danny Enrico and Inez Johnson. Enrico, an eighth grader at Greenhill School, and Johnson, an eighth-grader at The Hockaday School, returned to their alma mater to offer thoughtful words of advice and share memories with the excited fourth-grade students who are now in their final year at Lamplighter.

Head of School Dr. Joan Hill kicked off the luncheon by welcoming the 40 students and their parents and teachers. “This is a very important milestone at Lamplighter,” she told the fourth-graders. “You are members of our senior class – many of you started here together at three years of age, and now you’ve been here for seven years!” She explained that they had distinguished themselves as seniors “by taking on responsibility, including helping out those in the lower grades.”

Dr. Hill described the event for fourth-grade families “as a time to pause, reflect on the past, celebrate the present, and look forward to the future,” and revealed that each student received a gift box. “Inside is a special pin from Lamplighter!” After the parents pinned their children, the 40 students stood to be recognized as Dr. Hill announced the Senior Class of 2017, and the crowd saluted them with a standing ovation.

After expressing appreciation to the faculty and staff, “especially the teachers who help to make this year so special,” Dr. Hill introduced the two alumni guests and invited them “to talk about life after Lamplighter.”

First to address the audience was Danny Enrico. Dr. Hill introduced the baseball-playing, high honor roll student at Greenhill as someone “who enjoys Lego Robotics and TedEx Kids.” She also described him as a debate team member and the eighth-grade representative for the School’s student forum.

Enrico said his memories of fourth grade at Lamplighter included Flash, the School’s student-produced news broadcast, math games, and selling eggs through the Lamplighter Layers Corporation, an entrepreneurial chicken-raisning and egg-selling program now in its 47th year at the School. Enrico served as the corporation’s treasurer. “Through all this was fun, I was actually learning something!” he laughed, and said his peers at Greenhill “don’t believe me, but they realize that Lamplighter prepared all of us to succeed.”

Then Dr. Hill introduced the next alumni speaker, Inez Johnson, as an athletic Hockaday student who plays field hockey and soccer and is also a member of her school’s track team. Next Dr. Hill announced that Johnson, a former co-president of Lamplighter Layers, is now Speaker of the House for Hockaday’s middle school student council.

Saying that she remembers her senior luncheon “like it was yesterday,” Johnson described the speakers back then as “so old…and now I’m the old one,” laughed the 13-year-old. Next she challenged the students to live by the “Rule of Three.” Describing it as three things for the students “to live by” while students at Lamplighter: “Cherish time and memories; senior year flies by; and your senior year. What are you going to do to make it your best year yet?” Johnson then illuminated to the students that “it’s what you make of it…so many fun things to look forward to.”

In closing, she asked the students to “put my ideas to the test to make this your most fun year yet.”

Later, fourth-grade teacher Jody Stout reported that the alumni were able to give the fourth-graders an insight about their Lamplighter experience that most teachers and families simply cannot. “Danny Enrico gave our current seniors a peek into their futures, painting a picture of new adventures born from foundational experiences at Lamplighter,” she explained, then added, “Inez Johnson gave expert advice for appreciating the significance of their senior year while looking forward to new possibilities.” Stout believes that words from these alumni “have a particular credibility for our current seniors” because Enrico and Johnson “have lived the Lamplighter experience and have so successfully navigated the transition that follows graduation.” Dr. Hill remarked, “I am convinced the students,” such as Danny and Inez, “are successful because of the strong foundation” they receive at Lamplighter.

After the guest speakers finished their speeches, Dr. Hill returned to the podium and thanked the two for their “inspiring words.” Next she thanked the parents “for entrusting your children to Lamplighter. We take this very seriously and plan to deliver on the promise we made to you when your children were three and four.” Explaining that the School strives for academic excellence, while it offers “a warm and supportive environment which, in turn, inspires a love of learning and self-confidence,” Dr. Hill summarized the Lamplighter experience as that which “delivers a serious education wrapped in the wonder of childhood.”
It's hard to believe that almost 20 years ago, we started a lifelong friendship with an amazing institution. Lamplighter has always exceeded our expectations and been the perfect home for our family. My parents were both from a very small town in Iowa. Daddy grew up in a town of 800 people and Mom lived in the country on a dairy farm. Needless to say, my sister and I were raised with unyielding midwestern values which were very simple, straightforward and down-to-earth. Be kind, be humble, work hard, use common sense, learn from people around you, and most importantly, life is about character. We both knew that if you followed these rules, the rest of life would fall into place the way it should. Lamplighter was a kindred friendship to us from the first day we toured. The school was more than we had hoped for, and the barn and animals felt like fate was telling us we were home. In a world full of privilege, Lamplighter was the modest, grounded guide for our children to learn the values we held so dearly.

Lamplighter has been the full package and always surpassed the traditional definition of a school, teaching the whole child: mind, body and soul. Our children experienced learning through a unique and wonderful adventure. Lamplighter instilled in our kids what it means to be contributing members of society. They learned to believe in themselves and respect not only adults but their peers as well. They learned to think outside the box and not be afraid to fail. They learned to embrace people for who they are and celebrate different opinions. Most importantly, through all of this, they were taught and experienced love. We are very thankful to have had an extraordinary place to help build the foundation of our children's lives. As the last of our babies are hugged out of Lamplighter this year, our eyes will be filled with tears, but our hearts will be filled with warmth and love for a place we have called home for almost two decades.
Seniors love Lamplighter because...

Julian Balestri
"...everybody is friends from lunch to recess and that is what I like about Lamplighter."

Xander Bromberg
"...of the chickens and Lamplighter Layers."

Griffin Buss
"...it has no doors which to me means is they're always open to new people and ideas."

Will Clifford
"...when we are in the well because we are a united front."

Caroline Cohen
"...Lamplighter’s loving teachers know that all children learn differently and they learn at different paces."

Sophia Cohen
"...it is so interactive and welcoming from my first day of Pre-K and my last day as a senior."

Jack Cronin
"...of my friends."

Nicholas Dickason
"...of the flexible teachers and all the amazing activities."

Brooke Ebner
"...all the teachers are super nice."

Aubrey Fomin
"...of all the amazing teachers who have been so welcoming and kind and given me an amazing start to life."

Cub Gerber
"...the teachers are always welcoming throughout the day."

Laure Ghorayeb
"...whenever you come in from Pre-K to fourth grade, they always welcome you with a big smile."

Alexander Gillikin
"...the teachers are extremely supportive and everyone is very friendly."

Lauren Harrington
"...at the beginning of each year we start out with a seed but every teacher inspires it into a tree."

Fina Heeringa
"...of the loving and caring friends around me. They help me when I need it."

Ashton Hillman
"...it isn't boring. It's fun and zany learning and never gets less fun. And the CHICKENS toooo!"

Celia Holzweig
"...the atmosphere makes me feel at home."

Maxwell Johnson
"...the teachers are always there for us when we have trouble with a worksheet or an essay."

Gavin Lambert
"...the teachers and friends you meet are so kind."

Asher Levy
"...in fourth grade we get to collect eggs."
Holden Lyons
"...they welcome you every day with a warm and loving welcome."

Wyatt Loehr
"...I've never felt left out."

Brody Morrison
"...of the barn because you get to have animals that are different every year."

Adair Moses
"...it lights a lamp for every student."

Marlo Moskovic
"...all the friends I made over the years are still my best friends now."

Ethan Pham
"...we are all together during hootenannys."

Naviya Reddy
"...everyone cares for each other and is there for you."

Caroline Reid
"...of the teachers. They are all so kind and caring."

Isabella Roberts
"...since my first day when I walked into the school everyone was nice to me, and I hope Lamplighter will be like that for years to come."

Vikram Singh
"...it’s my home away from home."

Jacob Staveteig
"...the students and the teachers are always at an even level in the well and that makes me feel good about myself."

Luke Steinhart
"...everyone is willing to become friends with you and there are always good activities to look forward to."

Noah Stern
"...it has welcomed me since I was three."

Aydin Sumer
"...we get to collect eggs in the coop."

Campbell Trubey
"...of the kindness around me."

Luke Vennerberg
"...caring for the chickens is one of the most important parts of our day."

Preston Ward
"...it is different than other schools because we have the Jonsson Garden in the middle of the school."

John Weinberg
"...grades come together at TeamTime."

Jacob Lobdell
"...of the loving atmosphere and the wonderful events, but the friends and teachers really make Lamplighter number one!"

Michael Renzulli
"...because of their innovative teaching style."

Wyatt Loehr
"...I've never felt left out."

Isabella Roberts
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Lamplighter announced plans in 2013 to support the Commit2Dallas Partnership’s efforts to strengthen DISD reading skills. The partnership also involves local foundations, corporations, and non-profit organizations. The broad partnership uses data and community expertise “to help prepare every student in Dallas County for success in school and life,” according to Abigail Williams, co-founder of Commit! Lamplighter is the only private elementary school participating in the program that also involves several independent high schools. Lamplighter is directly involved with both nearby Walnut Hill and Sudie Williams elementary schools.

“The partnership is intricately connected to Lamplighter’s community service and literacy programs,” remarked Dr. Joan Hill, Lamplighter Head of School, who added, “This initiative reinforces our commitment to the program that benefits so many students and teachers.”

As part of Lamplighter’s Commit! strategic partnership program, second-grade students from Walnut Hill Elementary have been paired as pen pals with Lamplighter second-graders. After an initial meeting at Lamplighter during the Dooley Author Series, a second meeting took place in early January at the local DISD school, Walnut Hill Elementary.

To begin the day at Lamplighter, students heard a safety presentation from Marcia Parrish, a transit education presenter and representative of DART. During the presentation, Parrish explained what DART stands for, how to stay safe in and around buses, and what types of uniformed employees passengers might see around a DART station and on the bus. At the finale of the presentation, students safely boarded two DART buses to ride to Walnut Hill Elementary. Once on the bus, Parrish continued her lessons. The students listened attentively and were excited to find unique features on the bus. Once at the host school, four Walnut Hill Elementary students greeted Lamplighter students with signs directing
each class where to go. The second-graders linked up with their pen pals, and their morning was busy with activities. While there, Lamplighter students enjoyed a tour around Walnut Hill’s campus and were able to see their peers’ second-grade classrooms. Students were impressed to learn Walnut Hill Elementary has been in existence for 100 years!

The students from both schools spent some time getting to know one another, filling out “Get to Know You” forms. Ana Owens, Lamplighter second-grade teacher, explained, “This will help with topics to talk about with your pen pals once you start writing letters.” The students eagerly asked questions about their pals’ siblings, favorite activities, and favorite foods. After getting to know their pen pals, the second-graders spent time decorating bookmarks that they would give their pen pals before the end of the visit.

The “special day,” which was coordinated with Walnut Hill Elementary Principal Robert McLaurin, Counselor Angie Baker, and Instructional Coach Kristina Collings, was a “dream come true” for Lamplighter Assistant Head for Academics Vicki Raney. “We’ve been working on this partnership for years, but this is the first time we’ve coordinated it to this extent,” she explained. “It’s been a dream to get a relationship like this to be more personal, and it’s finally happening. I’m so excited!”
On February 9, The Lamplighter School hosted the Commit! P3 Network for a quarterly networking meeting on campus in the Klyde Warren Auditorium. The Commit! P3 Network is a partnership that helps drive student achievement in Dallas County from cradle to career by leveraging data, community expertise, and collaboration. The network includes early childhood programs, public K-12 districts, public charter networks, independent private schools, higher education, foundations, parent-teacher groups, and non-profit organizations.

The meeting featured guest speaker Tina Robertson, Director of Clinical Training at Momentous Institute. Ms. Robertson spoke about the importance of social-emotional health in teachers and the impact that it has on the well-being of the students. Her interactive presentation included small-group discussions about ideas for managing stress and minimizing burn-out among educators.

Next, Lamplighter’s Assistant Head for Academics, Vicki Raney, spoke to the group to spotlight Lamplighter’s partnership with Walnut Hill Elementary School. Ms. Raney shared the evolution of this partnership from a pen pal program to Skype sessions to the recent in-person visits at both schools. The partnership has now expanded beyond student-focused programs to teacher networking and collaboration.

The meeting culminated with the unveiling of the new name and mission statement for the Commit! P3 Network. Going forward, the Commit! P3 Network will be rebranded as “United” with a stated mission “to unite the community in creating meaningful opportunities for all students to learn and lead.”

In January, Lamplighter teachers met with peer teachers from Walnut Hill Elementary through the Commit! partnership at their first “Faculty to Faculty” event. The meeting took place at Lamplighter and involved the second-grade teachers from both schools. Lamplighter second-grade teachers Ana Owens, Olivia Claiborn, Anne Yarbrough, and Lakeshia Peters joined teachers of the same grade from Walnut Hill Elementary: Mellissa Martinez, Alma Pandya, Blanca Marquez, and Diane James for a meeting over lunch.

The peer teachers shared both academic and social-emotional curriculum. Lamplighter’s Owens said, “It was really important for us to get to know each other on a personal level because we know this will only benefit the relationship the students will build with each other in the years to come.” The teachers learned about how everyone’s classrooms worked, shared student work, and discussed their plans for future activities throughout the rest of the year. Pandya remarked, “It’s great to work together because we’re in the same community and our students just love their new friends at Lamplighter.” Marquez agreed, “We are so excited to collaborate and work with our neighbors.”

The partnership between the schools has been off to a successful start and the students already feel connected. “When we told the students we were going to Lamplighter to meet with second-grade teachers, the children were so jealous and wanted to come with us,” said Marquez. Owens smiled adding, “Our most important assignment from our second-graders was to figure out the next time they would see their pen pals!”

After lunch, the Lamplighter faculty took their peers on a tour around the school, and the teachers grinned as they discussed the many similarities between the schools, particularly in terms of the energy and joy the second-grade students express on a daily basis.
Parent Partners

Lamplighter parents volunteer for ’Reading Partners’ at neighborhood elementary

Through its strategic partnership with Commit!, parents from Lamplighter have been working with the Reading Partners Organization. This group works to mobilize communities to provide students in under-resourced schools with proven, individualized reading support they need to read at grade level by fourth grade. Dallas Independent School District trustee Dustin Marshall was pivotal in increasing awareness of the program in the Lamplighter community as a former Lamplighter parent and member of the LPA.

According to Reading Partners, reading is the foundation for all future learning. The ability to read transforms lives and empowers children and communities to reach their full potential. Research shows that when students can read at grade level by fourth grade, they have a greater opportunity to succeed in school and in life. With fewer than one out of five of our nation’s students from low-income families reading at grade level, Reading Partners is committed to leading the movement to ensure all children are equipped with the reading skills they need to reach their full potential.

The group reports that their community-driven model works: rigorous research has proven that Reading Partners significantly increases reading proficiency by partnering with schools and communities to equip students with the individualized support and foundational skills they need to read at grade level by fourth grade.

Lamplighter parent Pam Meyers has been volunteering with the organization since last fall and said she was shocked to learn that only one in five students from low-income families is reading proficiently by fourth grade. She explained, “If a Lamplighter child isn’t reading at grade level, there would be a phone call to a reading specialist. For the children at Sudie Williams and the other DISD elementary schools, Reading Partners serves students struggling with reading.” Meyers says she has found that the individual attention Reading Partners provides is critical, and working with the same child each week “has been a very rewarding experience.”

Fellow Lamplighter parent Denise Stewart shared a similar experience. “Reading Partners provides me with the specific tools to make a significant impact on a child’s reading success,” she explained. Commenting on her memories from her time with the organization, Stewart added, “My first reading partner was a second-grader who loved reading but needed support with new vocabulary words and reading comprehension. My current partner is a first-grader that is still learning to identify letters and their sounds.”

The Reading Partners program is designed to meet each child at their individual reading level. The volunteer tutor is provided with a step-by-step lesson plan for each one-hour session. No prior teaching or tutoring is required. “It’s fool-proof!” Stewart exclaimed.

Sudie Williams is taking full advantage of the Reading Partners program. Principal Michael Jackson shared, “To say that Reading Partners is an asset to our school is an understatement.” Jackson believes Reading Partners has become “an invaluable instrument” toward his students’ academic development and resource in fostering “real and meaningful relationships with literacy.” He also explained that the care and consideration imbued in the work of the volunteers is “ultimately immeasurable. We are a better school for participating in this partnership, and fortunate to assist in casting the light of literacy Reading Partners shines!”

Stewart has found the program and its impact “incredible.” She described how working with children who need extra support to grasp foundational reading skills is extremely rewarding. “The kids I’ve seen at the Sudie Williams Reading Partners Center are so bright and curious about their world. Our city’s future is dependent on children being served by Reading Partners. They are well worth the investment!”

Pam Meyers and Denise Stewart with Reading Partners
Forever Learners

In this continuing section, LampPost illustrates the ways our accomplished faculty members teach, engage, inspire, and mentor as they deliver serious education wrapped in the wonder of childhood.
Last fall, as part of their science curriculum, T1 students embarked on their first and only Lamplighter field trip to the Mountain View College Conservation Area and Outdoor Classroom in southwest Dallas County. As part of the experience, the students wore knitted gloves to walk through the prairie to collect seeds. T1 teacher Amy Brown explained, “The gloves showed the children how seeds were transferred from one area to another by animals having them stick to their fur and then eventually fall off.” Students also spent time in the dry creek bed making rubbings of fossils. They learned that Texas had at one time been underwater, Brown continued, “then took water samples back to Lamplighter for analysis.” She said they also fed a variety of turtles in the college’s creek area.

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The children took soil samples from the Blackland Prairie area as well as plant clippings. According to Brown, “Students used the iNaturalist app to identify the clippings.” Gretchen Pollom, Lamplighter’s Perot Museum Liaison, helped prepare for and lead the trip. She ensured that each child on the trip had his or her own tool kit that included materials a field scientist would need: magnifying glass, seed collection envelopes, plant collection bags, forceps for collecting seeds, soil and water collection jars, and field journals for drawing and recording observations.

Judith Mullens, Director of Early Childhood, remarked, “The trip was a thrill for the students” as they enjoyed the high-quality hands-on experience. Mullens extended her thanks to Brown and Pollom who organized this special trip and created field study baskets for each T1 student.

In February, Pollom met with the Pre-K team to review the science program for the remainder of the year, and led science lessons in T1 for one week on soil analysis. The students performed chemistry experiments using homemade cabbage dye to identify acidic and alkaline soils, and they planted the seeds they had collected at Mountain View College.
This fall, I had the privilege of participating in “What Are My Strengths and How Do I Lead with Them,” the first course offered by the newly formed Center for Transformational Leadership (CTL). CTL is a partnership between the Annette Caldwell Simmons School of Education and Human Development at SMU, Parish Episcopal School, and other independent school collaborators, including Lamplighter.

“What Are My Strengths and How Do I Lead with Them” was the first course offered by the center, so the 12 students in the class acted as both participants and designers, offering targeted feedback about the coursework, instructors, course design, and format.

The course began with an investigation into each student’s core values. Identifying our values, such as integrity, family, achievement, or balance, helped us frame the type of leader we want to be and the ways that we can integrate our values into our leadership journey. Another key part of the course was taking Gallup’s StrengthsFinder Assessment. From this assessment, we each learned our five most prominent strengths. Our instructor for the course was an executive coach, and she led us through a series of exercises to analyze how our strengths help us be effective leaders and, equally as important, how those strengths may get in the way of effective leadership.

Combining our values and our strengths, we each developed a personal leadership credo, a statement that will help guide us in meaningful decision-making, while keeping us tethered to our core values and guiding principles. Other coursework included analyzing survey feedback from colleagues to help us see how we are perceived as leaders.

Earlier this year, I presented a session at the Beyond the Buzzwords Fostering Resilience & Growth Mindset from the Start for K–5th Grade Educators conference hosted by Staff Development for Educators (SDE). SDE is well-known in the education community for providing professional development for educators across the globe.

At this inaugural event held here in Dallas, presenters focused on strategies for promoting and fostering development of the non-cognitive traits of resilience and growth mindset. According to Dr. Carol Dweck, who appeared at a recent Dolores Evans Speaker Series at Lamplighter, a growth mindset is defined as “...a self-perception or ‘self-theory’ that people hold about themselves.” Dweck further explains in her book Mindset: The New Psychology of Success, “In a growth mindset, people believe that their most basic abilities can be developed through dedication and hard work—brains and talent are just the starting point. This view creates a love of learning and a resilience that is essential for great accomplishment.” Attending a conference where every session and every attendee was focused on promoting social-emotional learning was a refreshing departure from purely focusing on academics.

At the request of SDE, I presented a session entitled “Project-Based Learning: From ‘Not Yet’ to ‘Gold Standard,’” a session focused on using existing learning units to structure and plan project-based learning experiences that give students choice and promote a growth mindset. During this presentation, I helped educators and administrators link content standards with 21st-century skills such as critical thinking, innovation, and growth mindset through the use of project-based learning. I have a passion for empowering educators to create a classroom environment that inspires and helps all learners succeed. Following the success of this session, I subsequently presented the session to educators at the Kosmos Energy STEM Teacher Institute hosted by the Perot Museum.

When not presenting, I enjoyed attending several sessions focused on promoting a growth mindset during literacy and mathematics instruction. I was excited to learn about strategies to give students choices, grow confidence to persevere, and have a sense of pride!
leaders in our schools and considering areas of strength and areas of growth. We also worked through case studies of situations in each of our schools to find opportunities for using our leadership skills to make an immediate impact.

I began this course knowing that I want to grow in my career and eventually take on a leadership role in an independent school. This course required me to think critically about who I am and what qualities I already possess that will make me an effective leader, rather than emphasizing mastery of a one-size-fits-all set of core leadership skills. Every person can be a leader, and this course helped all participants realize how they can harness their unique combination of skills, talents, personality traits, and strengths. I gained insights into how to be a more effective member of the third-grade team at Lamplighter, how to guide other teachers on the literacy committee, and even how to make personal relationships richer and more meaningful. The coursework required me to put into specific, succinct words what I value, what I believe in, and what I hope to be as a school leader. Those ideals will help guide me throughout my career and will help me be a teacher-leader in the Lamplighter community.

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After this first course, the CTL will take our feedback and use it to improve the course for its next iteration this spring. Eventually, the Center for Transformational Leadership hopes to offer a variety of courses for faculty, staff, and administrators in independent schools. I look forward to seeing what the Center has in store and, hopefully, to take more courses!
This fall, Early Childhood students in Kindergarten traveled to the Dallas Arboretum, a strategic partner of Lamplighter. The field trip, which took place in conjunction with the students’ unit on cycles, included a program entitled, “The Flight of the Honeybee.”

According to Kindergarten teacher Bryce Sizemore, “The students enjoyed the chance to connect with the observable cycles of the butterfly, bee, and plants.” Sizemore explained that students explored plants and bees and how they relate, and teacher Hannah Brown added, “The students felt like scientists as they observed the different kinds of honeybees with magnifying glasses.”

The program highlighted the interdependence of plants and bees and included hands-on activities to illustrate pollination. Fellow Kindergarten teacher Lindsey Curtis remarked, “The students discovered the different ways flowers attract pollinators and the special ways honeybees and insects find the plants that are just right for them.” She added that students had an opportunity to act as a honeybee or a flower in a visual concept of how they relate with each other.

“Kindergarten does a unit on insects at the end of the year, so it will be helpful to already know some interesting facts about honeybees!” Curtis continued.

Brown added that an important lesson from the trip was learning that there are not many honeybees left. “Our plants rely on the honeybees. Our Kindergarteners now know they need to share their knowledge of the honeybees with others so the bees can stay healthy and continue pollinating.” Director of Early Childhood Judith Mullens agreed, remarking, “The trip allowed our students to learn about the important role honeybees play.”
An exciting new class “for budding naturalists,” called “Bug Hotel,” is among the spring offerings for Lamplighter’s after-school enrichment program, “Night Light.” Taught by Dallas Arboretum scientist Anna SoRelle, students in the “Bug Hotel” class are exploring the outdoor world “from the tips of roots to the tops of trees.”

“My name is Anna SoRelle, and I’m a scientist. You may not know it yet, but you are a scientist too!” That is what SoRelle told her students on day one of the session, just before they got down to “the exciting business of learning.” She also explained to her Pre-K, T1, and Kindergarten “growing sprouts” that they would be growing and nurturing their own plants and making bug hotels while learning about “our many legged mini-neighbors.”

SoRelle warned the group that they would get their hands dirty while discovering different kinds of gardens, including “some you might not expect!” she laughed. SoRelle added that students would also be able to “express our findings through words, math, art, and science — so there’s something for every learner.”

The Class of 2016 fourth-graders assembled the towers at both Lamplighter and at the Dallas Arboretum. Lamplighter teacher Jody Stout worked with the students to create a video describing what hydroponics are, how the towers are assembled, and why we use hydroponics. The video was shared with the Arboretum for use in its education program to teach visitors to the Arboretum about hydroponics. Fellow teacher Kathey Beddow worked with her students on taking plant measurements and recording data. Lamplighter science teacher Bill Burton used the lower school towers in fourth grade for an indoor leafy green tower with grow lights and an outside tower with tomatoes, squash, and leafy greens. He used a third tower to grow seven different types of peppers.

Students’ responsibilities have included assembling the towers, planting the seeds, feeding and watering the plants, measuring the growth, and harvesting the produce. Currently, one tower has a salsa verde theme: tomatillos, peppers, cilantro, and onions. Perfect for Cinco de Mayo!

The early childhood teachers and students use the towers to discuss what a plant needs to grow. Most students know that plants need water, food or nutrients, and light. One of the biggest misconceptions for students is that soil is required for plant growth. When we assemble the tower and show where the seeds were planted, the children understand that the seeds need something to “hold on to” like the rock wool in the Living Towers, the clay pellets in the greenhouse hydroponic system, or soil in a raised bed. The students also learned that plants need space. We look at different types of seeds like acorns and look at the huge oak trees outside and try to imagine what would happen to a seed and plant that did not have space to grow.

The Kindergarten students planted, grew, harvested, and ate leafy greens last fall. The Pre-K students grew leafy greens last year and will plant a sensory tower of herbs that will be harvested for the May Farmers’ Market.

The next time you visit the Dallas Arboretum, or when you walk down the hallways at Lamplighter, look for the Towers and know that your children are experiencing another way to grow food.
Lamplighter Head of School Dr. Joan Hill is now a published author. Building on her dissertation as a doctoral student at the University of Pennsylvania, Dr. Hill recently wrote and published the article, “Questioning Techniques: A Study of Instructional Practice” for the Peabody Journal of Education, a publication of Vanderbilt University’s Peabody College.

The abstract from Dr. Hill’s article is shown below:

To what extent do teachers use questions to encourage deeper thinking and elicit fuller responses? How do teachers use the levels of questions and wait time as a teaching technique? How do teachers make space for students to talk together so that their thoughts are visible to other students? This article seeks to provide answers to these important questions through a review of the literature that begins with a study of the history of questioning, and then turns to the following topics: developing higher level thinking through questioning strategies; the role of wait time within the context of classroom climate and peer interactions; and higher order questioning strategies aligned with student achievement in reading and language arts. Although the author’s frame of reference for how these issues play out is within the context of a school where students’ ability to articulate understanding and their own point of view is purposefully promoted and highly valued, the insights will have broad applicability across a full spectrum of schools.

MATTINGLY AWARDED
Former Head of School Recognized for Excellence

Lamplighter staff and current and former faculty members joined Pat Mattingly last November for the Dallas Historical Society’s celebration of her contributions during its 35th annual Awards for Excellence luncheon at the Fairmont Dallas. Mattingly was the recipient of the 2016 Award for Excellence in Community Service.

According to the Society, the Awards for Excellence in Community Service are presented to the designated recipients who are “deserving of recognition for their generosity of spirit, civic leadership, and ability to encourage community-wide participation in a particular phase of the growth of the city.”

Pictured from L-R: Former teacher and Lower School Head Becky Christensen, Director of Operations Marynell Murphy, Media Center Coordinator Patricia Vermillion, Early Childhood teacher Debbie Herskovitz, Pat Mattingly, former teacher Marty Melton, Early Childhood teacher Liz Curlin, and Lower School Physical Education teacher Kathy Ritz.

PAT ON THE BACK
Last October, after the Fall 2016 LampPost was published, former Head of School Pat Mattingly wrote…

“To one and all,

The [Fall 2016] edition [of LampPost] is a real winner...aside from all the wonderful articles and features, the layout and photography is one of the best ever. The picture on page 33 brought tears to my eyes. That should be entered into a photography contest! Not only is it so indicative of the subject (which all Lamplighters could relate to), it is an amazing example of what a camera (in the hands of an “artist”) can provide.

The cover and pages 8-9 are the perfect summary of the publication. Congratulations to all! Thanks again for all you do to keep the flame going!”
In January, Lamplighter Trustee Jennifer Karol, Director of Advancement Sandy Diamond, and Director of Communications and Marketing Ed Ritenour traveled to Austin for the 47th annual Council for Advancement and Support of Education-National Association of Independent Schools (CASE-NAIS) Conference. In addition to attending the three-day symposium, the three presented “Putting the Pieces Together: Planning and Executing a Comprehensive Campaign,” to an overflow crowd of 120 advancement, communications, and marketing colleagues representing independent schools from across North America.

Karol, Diamond, and Ritenour welcomed the group to their session on Sunday afternoon, January 22, “to share our collective experiences putting the pieces together, planning and executing Lamplighter’s comprehensive campaign.” To set the stage, Diamond explained to the audience that Lamplighter’s work on the campaign began in the fall of 2012 following the approval of the School’s strategic plan.

The session was designed so that attendees would be able to organize steps for their own comprehensive campaigns and assign roles to key staff and volunteers. The three delivered an overview of the four phases of a comprehensive campaign and defined the key roles and responsibilities of staff and volunteer leadership.

Karol said it was “rewarding to be able to share with others the very thoughtful process that went into the ‘Igniting Young Minds for a Lifetime of Learning Campaign to fund People, Place, and Programs,’ from beginning to end.”

The presenters also offered tips for planning and executing campaigns, such as “assigning the right volunteers in the right jobs; hiring the right consultant; screening and researching databases, then targeting and sequencing prospective donor pools.” Diamond stressed the importance of planning. Karol concurred and suggested that, for greater effectiveness, “big campaign announcements should be planned around previously scheduled events.” She also encouraged the attendees to convince their Heads of School to allocate sufficient time to the campaign, “especially during the quiet phase.”

Finally, the speakers reviewed the importance of a well-integrated communications plan and provided samples of the Campaign marketing materials. Ritenour explained how a detailed communications action plan “kept everyone involved, on track.” He stressed the importance of frequently updating the plan that included the strategies to promote the Campaign, “and regularly sharing it with the various committees.”

At the end of the 60-minute session, Karol, Diamond, and Ritenour were peppered with questions from many of the participants, many of whom also thanked the three and congratulated them on “a well-organized and thought-out presentation.”

As the participants headed to their next sessions, Diamond remarked that presenting at the conference “was a wonderful opportunity for Lamplighter.” Karol nodded and said she was “extremely proud of how Lamplighter is revered by our peers.”

Afterward Diamond reflected on how the three presenters “explored key technical aspects of planning and executing a comprehensive campaign” for staff and volunteer leadership along with “discussing the importance of how creative expression makes a campaign fun and unique to its organization.” Ritenour agreed and said how much he enjoyed sharing with the audience, “the specially designed campaign materials that integrated with Lamplighter’s branding.”

Later Karol mentioned that the conference “was a wonderful surprise,” and was impressed to see how independent schools “come together to collaborate with a common goal of supporting others in their work and for the betterment of all.”
Lamplighter is the first school in Texas, and the only elementary school in North America, to experience a ‘Math Walk’ with Glen Whitney and Cindy Lawrence of New York City’s National Museum of Mathematics (MoMath). Last October, Whitney and Lawrence spent the day with third- and fourth-graders in an effort to “share the love of mathematics with the enthusiastic students of Lamplighter,” according to Whitney. The only math museum in North America, MoMath strives to enhance public understanding and perception of mathematics in daily life and is committed to improving and advancing math education.

Lawrence, the Executive Director of the organization, explained that she and Whitney were delighted to bring the Museum’s “unique brand of engaging math exploration” to the students and teachers of Lamplighter. Head of School Dr. Joan Hill said the School was eager to welcome Whitney and Lawrence and to take advantage of the opportunity for the pair to conduct “a rich and varied program” normally designed for older high school students. Dr. Hill said MoMath more than met the goal of providing the students with a math experience that the organization calls “unique, surprising, and fun.”

Throughout the day, Whitney and Lawrence led four customized “interactive math experience” tours with the students. At the beginning of each session, Whitney announced, “We’re going to see where we can find math!” Students were quick to participate, and they broke down multiplication tasks into relatable and concrete problems by counting – using visual representations – and estimating. Whitney encouraged the children to share their ideas for problem solving, demonstrating to them that there is “more than one way to solve a problem.”

After an exercise at the School’s well-known life-sized chessboard, students learned it was made up of 43,246 total mini squares! Third-grader Greta Solomon said she thought “it was really cool that he thought to see how many little squares” were represented. In the next exercise, students determined that the “circular” area in the middle of the playground actually had 54 sides. “I always thought...
it was a circle, but it was actually a pentacontakaipentagon!” described third-grader Enzo Henry, obviously enjoying, and pronouncing perfectly, the newly introduced math term.

Fourth-grade math teacher Kathey Beddow said the children had a wonderful time participating in the math walk “and loved being able to apply their understanding of the various math concepts and skills in their ‘Lamplighter world’ around them.” Assistant Head for Academics Vicki Raney agreed and described the event as “inspiring to students and teachers alike – and loads of fun!” She said Whitne “asked challenging questions” of students, “and I’m pleased to tell you how well they replied!” Teacher Debbie Cox smiled and said that it was not just the students who were engaged during the experience, but that she and fellow teachers also “learned a lot.” Fellow teacher Lauren Hardage described the math walk as “spectacular.” She said the students seemed to enjoy “the implications of it… there is so much math around them all the time!” She added that it prompted her and another teacher, Leslie Bledsoe, “to look around for other Math Walk-type experiences that we can introduce to the children.” Bledsoe said she enjoyed the math walk because “It sparked my creativity to see if I will be able to come up with ideas for integrating math into the great outdoors part of our campus.”

Dr. Hill described the MoMath experience that the students received at Lamplighter as “the best example of innovative problem-solving for the youngest learners.” She explained that Lamplighter strives to make sure that students develop a strong foundation in problem-solving and critical thinking. “Our math program balances ‘how-to’ skills with concepts children need to understand.” Further, Dr. Hill said she believes having programs such as MoMath’s Math Walk at Lamplighter “helps to ensure that our children experience unique and interesting ways to think about math problems in order to determine the best answers.” Describing Whitney’s presentation style as “thoughtful,” Dr. Hill smiled and asked, “Now wasn’t that fun!”
Through Lamplighter’s partnership with the Commit2Dallas organization, last October, students from DISD’s Walnut Hill Elementary joined Lamplighter Lower Schoolers for the long-running Dooley Author Series, with featured guest, children’s book author, Matt de la Peña.

Lamplighter’s Dooley Author Series brings award-winning authors and illustrators to campus twice a year for special visits with students, faculty, and staff. During his stay, de la Peña, the author of ten published books, spoke with each grade level, shared his story on a DART bus, and signed copies of his book Last Stop on Market Street. The author also took time to visit with a group of Lamplighter faculty and staff over lunch.

Mr. de la Peña explained during his presentation that he was from Brooklyn and always had a love for “spoken word” poetry, a form of which is the basis for his most recent book, Last Stop on Market Street. Reading his book, he paused to share special meanings, historical references, and metaphors of various phrases, explaining, “Every single thing you write in a book has to matter.”

The event also provided a chance for second-grade students from the two schools to get to know one another. The coordination was made possible through Lamplighter’s strategic partnership with Commit2Dallas, an organization that helps drive student achievement throughout Dallas County. Vicki Raney, Assistant Head for Academics, commented that she “loves” the partnership “because we get to share the same goal with local schools — the goal to get kids excited about reading.”

Each Lamplighter student presented their new Walnut Hill ‘buddy’ with a copy of Last Stop on Market Street, and the students smiled as they read the special story together. An anonymous donor purchased signed copies of the books for all of the DISD children to take home with them.

Angie Baker, the school counselor at Walnut Hill Elementary, said it was “awesome” to see her students communicate and collaborate with their “newfound friends” at Lamplighter. “We are looking forward to the relationship growing as they communicate through the impending pen pal program.”

According to Lamplighter Head of School Dr. Joan Hill, “The partnership between our School and Walnut Hill Elementary, developed through Commit!, has opened up many new opportunities for students to learn from and with each other.” She shared that Matt de la Peña, as the Lamplighter Dooley author, “was the perfect person to kick off our season of learning.” Patricia Vermillion, Media Center Coordinator, added “Peña was impressed with our Commit! school students from Walnut Hill and their enthusiasm.”

Last Stop on the Ring Road

2016 John Newbery Medal winner engages Lamplighter and Walnut Hill Elementary ‘pen pals’
Lamplighter second-grader Sam Morse helped introduce de la Peña by playing a guitar solo, just like that of one of the characters in his book. De la Peña explained that in college, he discovered education and literature. “What stood out most to me was the books.” De la Peña continued by explaining the writing process, his decision to make the young character in the book an atypical “hero,” and his message of “being a witness” that the book describes. This message, he explained, means “You can see the world the way you want to see it.” Music teacher Natalie Bittner added that “being a witness” is also “such a Lamplighter message that teachers help students find the good in things.”

The majority of Last Stop on Market Street takes place on a public bus, so Lamplighter arranged for a DART bus to be on campus that day. The words and illustrations describe the journey of a young boy named CJ and his Nana as they ride the city bus. Thus, each grade took a turn experiencing the DART bus and learning about bus safety. Later in the afternoon, Peña joined the first-graders on the DART bus and read his story to them as they rode around the campus.

Jessica Varela, a first-grade teacher, explained, “For many of our students who have never ridden a city bus, this opportunity gave them a small glimpse into a different way of life. The excitement of riding a bus while reading a book about a boy riding a bus was not lost on our students for a second.” Lamplighter student Fina Heeringa said his presentation “challenged me to work harder so I can become an author and illustrator. I love to write and draw and know I can do both. He was an inspiration for all of us.”

As in previous years, a group of teachers had the honor of joining their guest for an intimate lunch. Marilyn Halpern, who is part of the Dooley Committee that funds the author series, and Pat Mattingly, former Head of School, were both present for the day. Dr. Hill started the lunch describing it as a treat to have de la Peña on campus. Teachers then had the opportunity to ask him questions. In one answer, he explained the difference between an adult’s and child’s perception of a picture book, saying, “It is just as important to get something viscerally as it is to get it consciously.”

Lamplighter welcomed Dallas-based artist Sherry Owens as artist-in-residence for two days in January. Owens is known for her meticulous crepe myrtle sculptures, as well as large outdoor works in bronze and steel. Informed by observations in nature, she constructs nest-like objects using twigs and branches to create both dense, chaotic forms and open drawings in space. Her work has been shown throughout Texas and the southwest, internationally, and in many private and corporate collections. Well-known sculptures in Dallas include a large public art project at Love Field Airport titled “Back in a Moment” and the recently completed “Buffalo Thunder” which took six years to complete, located at Ben E. Keith Company headquarters.

Lamplighter art teacher Pam O’Krent contacted Owens after being inspired by the photinia bushes that surrounded the animal barnyard. “The twisted, curvy branches created amazing lines. Knowing the bushes would be removed once construction for the l-Lab started, I thought it would be a wonderful idea to salvage some of these branches for an art project. It made me think about the work of Sherry Owens. She is a very active artist with a rigorous schedule, so convincing her to come to Lamplighter for a couple days to work with students took a little work.” The project seemed just right for fourth-grade students. So last spring, O’Krent brought the third-graders outside to help collects sticks and branches, with assistance from Gretchen Pollom, Lamplighter’s Perot Museum Liaison, using her large pruning shears to lop off thicker limbs. Students pulled leaves off the branches and stacked them in piles by sizes. Once bundled, they were set aside in preparation for the following year’s work with Owens.

Kathey Beddow, fourth-grade math teacher, worked with O’Krent and Owens during the two days of the project. “The fourth-graders were enthralled by Owens’ presentation, and then when they were challenged to work with a partner to create their own designs with the sticks that they collected as third-graders, they met that challenge with excitement and determination;” she observed. Owens worked with each pair, helping them to see various possibilities and methods they could use to pull the sticks together.

Cooperative group work is fostered at Lamplighter from Pre-K to fourth-grade, and this was fully apparent as the students listened to each other, praised each other for ideas and contributions, and successfully problem-solved as pairs. Each group had fun in the process and was very proud of the final product. They especially had fun naming their creations. Beddow concluded, “Having Sherry Owens as the artist-in-residence was such an enriching experience which encouraged the fourth-graders to ‘branch out’ and use all the skills they have learned at Lamplighter in order to create their wonderful works of art.” The students’ completed “nests” were installed in the courtyard outside the art room and Dr. Joan Hill’s office.

Kathey Beddow and Pam O’Krent contributed to this article.
In a collaborative and innovative research project conducted at Lamplighter in 2015 with SMU’s Annette Caldwell Simmons School of Education and Human Development, Lower School teachers and administrators implemented a new activity featuring pop-up books, purposed for the continued development of strong literacy and engineering skills.

Professors Amy and Rob Rouse, researchers and education specialists from the Simmons School, created a unit that focused on “elementary science and engineering practices” in order to see how they reinforced knowledge of other skills like design and literacy. After months of planning, the project commenced in April 2015.

Over a five-week span of regularly scheduled literacy classes, two of which Professors Amy and Rob Rouse personally taught, the students deconstructed published pop-up books, and then recreated their own, continually noting fold and structure.

An abstract “discussion” of the Rouses’ preliminary findings, as presented at two recent association conferences, is as follows:

“Our preliminary findings from this initial design study indicate our intervention holds promise for elementary teachers interested in teaching students engineering concepts using a hands-on activity. Students who wrote about their learning and who discussed their learning in small groups both demonstrated significant pre- to post-test gains in pop-up and engineering vocabulary knowledge as well as total words written, number of different vocabulary words used, and depth of understanding of engineering concepts in their written essay responses. We are currently analyzing students’ interview responses to see if the same patterns hold true for students’ pre- to post-test oral language responses.”

Dr. Rob Rouse said of their initial brainstorming, “We thought that this would be a novel and interesting activity where students could learn about the structure and function of pop-ups through troubleshooting the problems they experienced while reverse engineering.”

Though the pop-up project did not mark the first interaction between SMU and Lamplighter, according to Assistant Head for Academics Vicki Raney, it holds “great importance” as the first classroom-based activity that directly involved the students. “We couldn’t have been happier to partner with Lamplighter for this project. It was refreshing to be in a school where everyone has a zest for learning and an eagerness for trying out new ideas,” described Dr. Amy Rouse. “We hope that we get the opportunity to work again at Lamplighter sometime soon.”

Lamplighter Head of School Dr. Joan Hill is also ready to collaborate again soon. Smiling, she remarked, “This partnership with SMU is improving our practices.”

To read the full abstract, look for the link on the home page of the Lamplighter website.

Katie Payne ’06 contributed to this article. Ms. Payne is a junior at Duke University studying Political Science and International Comparative studies.
On a chilly January morning, fourth-graders gathered at the School to pack lunches for Family Gateway, a local non-profit that provides transitional housing to homeless families and children. Hunger in America was the focus that week at Lamplighter with not only the sandwich-making effort, but also special guest speakers representing a project benefitting the North Texas Food Bank, as well as a focus on a special book on the subject. Third- and fourth-grade teachers had a conversation with students about the issue, and parents were encouraged to discuss the issue of hunger in America with their children at home. “Our hope is that the students understand the significance of packing these lunches [for Family Gateway],” remarked Assistant Head for Academics Vicki Raney, who added, “Through such initiatives, the children are learning valuable lessons.”

Sandwich-making is a long-time third- and fourth-grade Lamplighter tradition and the students, along with several parents, generously volunteer their time and energy every year. In addition to the 200 lunches, the students also packed 200 snack bags for children involved in Family Gateway’s after-school program. Last fall, the School’s third-graders also got into the act by making lunches and snack bags for the homeless there.

“The fourth-graders were enthusiastic and committed to ensuring all these lunches and snack bags were assembled before their school day began, to benefit the clients of Family Gateway,” smiled Lamplighter Parents’ Association’s Community Outreach co-chair Heather Bonfield. Dr. Joan Hill, Lamplighter Head of School, expressed her gratitude to the parents and for “providing this important lesson to our students.”

Raney agreed and emphasized, “Being kind and taking care of others are values woven into the fabric of daily experiences at Lamplighter.” She explained that asking students to imagine that a child their age did not have breakfast or lunch today is a powerful way to increase empathy for the sandwich-making project.

The day before the students made sandwiches, alums Quinn Graves ’16 and Stella Wrubel ’16 visited with third- and fourth-graders. They talked about hunger and specifically about a project they are involved in so the students could better understand why they pack lunches for organizations such as Family Gateway and the North Texas Food Bank. The two were invited to help the students understand the importance of their ‘Mistletoe’ initiative that they run as well as the School’s sandwich-making efforts. In their presentation, the pair stressed that $1 donated to the Food Bank feeds three people. They instructed the students to “do the math.” The money they raised can feed 270,000 people.

Fourth-grade teacher Jody Stout was impressed, “But not surprised.” She reminisced about the young alumni when they were students at Lamplighter. “Stella and Quinn involved their peers in this tremendous fundraising effort that has made a real difference for our community.” Afterward, Stout said “the students were inspired; they identified other needs and brainstormed ways in which they could contribute.”

In yet another effort to help reinforce the unit on hunger, teacher Becky Walker shared a book that she said, “manages to convey a complex message that people all around us may face food insecurity, and we may not be able to tell just by looking at them without becoming too preachy or didactic.” Walker described Maddi’s Fridge, by Lois Brandt, as “a great introduction to a very complicated issue.” She added that the end of the book “offers many suggestions” for children and families to address hunger in their local communities.

Through these various efforts, Dr. Hill said she believes that “We, at Lamplighter, have made an impression on our students that they can help to address issues such as hunger in our community in small but important ways.”
As part of the second-grade Pioneer Unit, students partnered with members of their All School Program group as they became “pioneer families” on a cold and snowy day in January. Throughout their studies, these families worked together to solve problems, learn about historical fiction, and use math and literacy through the lens of American history. The pioneer families learned about compromise and problem solving with each new hardship, prepared for the journey across the Oregon Trail by packing their wagons using math measurement and wrote journal entries that they collected along their route.

According to second-grade faculty, the unit gave students a chance to “explore wants and needs, uncover the meaning of new vocabulary in context, and understand life both long ago and today.”

Math is also a big part of the experience. Teacher Lakeshia Peters explained, “Our pioneer families packed their wagons with tools, food, household items, and personal items.” Each item was measured in Bulk Weight Units (BWU) that represent a combination of the item’s size and weight. Peters continued, “The pioneers were only allowed to pack 1,000 BWU’s in each of their wagons, so many of the families had to make difficult decisions regarding what to bring!”

As part of their “travel west,” the students filled a Pioneer Journal with diary entries, authentic pioneer songs, a map of the Oregon Trail, and a list of supplies that were packed in the wagon. Before the students left for their journey, they created “Go West” posters to persuade others to travel with them for land, gold, money, and to seek a new life. Students also studied the history and formation of important landmarks, milestone locations, and rest stops along the way. Second-grade literacy teacher Ana Owens remarked, “To have a real idea of what the journey is like from a first-person perspective, students read a historical fiction text Dear Levi. Fellow teacher Olivia Claiborn, added, “This chapter book is based on accounts of traveling on the Oregon Trail in the 1880s.”

Despite this past winter’s mild weather, the much-anticipated Pioneer Journey Day took place on a very cold and snowy morning, when the playground was transformed into the Oregon Trail, complete with landmarks and challenges. Students came dressed in “authentic” pioneer outfits, sporting bonnets, prairie skirts, boots, and bandanas. Though the pioneers faced unexpected cold conditions that day, they forged ahead with their journey, “just like the pioneers had to do,” smiled teacher Anne Yarbrough. Before heading out, student Noah Kurji declared, “I’m looking forward to seeing how hard life was for the pioneers, especially with snow an inch thick!” Student Wesley Oudt agreed, “I really want to see what all the hardships were like.”

According to Yarbrough, “This tradition is always a wonderful opportunity for second-graders to experience life on the Oregon Trail, circa 1855.”
Early Voting

Voting on the names of our Lamplighter animals has been a long-standing tradition in Pre-K, and students got into the Election Day spirit again this year! This election event is a yearly part of the Pre-K Social Studies curriculum and allows our students an opportunity to experience aspects of the democratic process first hand – from nominations to casting a ballot. The Pre-K children are actively involved in the whole experience, with Kindergarteners helping vote on the winners. It is always fun to see the names that our youngest students come up with. In the past we’ve had some very creative names from Monster Truck and Rockstar to Rainbow Sparkle and Coconut on the ballots.

This year, in the absence of our iconic animals, the Pre-K and Kindergarten students named the two Lamplighter roosters on Election Day last November. Names were nominated by each of the Pre-K classes and added to ballots. As in the past, there were some wonderful names on the ballots this year. Name choices for Rooster Number One were Chicky, Chicken with the Little Feet, Zion, and Biscuit. For Rooster Number Two, students were deciding between Silly, Long Tail, Basco, and Max Football.

Voting “booths” (tables) were set up in the Pre-K and Kindergarten shared spaces where students dropped a popsicle stick in a cup corresponding to their favorite “candidate” (rooster name) so that their voices could be heard on November 8! Ballots were then tallied, and the election results were announced to the school the following day. The children had a blast participating and proudly showed off their “I Voted” stickers as they got in their cars at carpool that afternoon. So, without further ado, Pre-K would like to present our 2016-2017 Lamplighter roosters – Max, Football and Biscuit!

They Blew Us Away

They huffed, and they puffed, and they blew Lamplighter away! Last fall, for Kindergarten and Lower School students, the Dallas Opera performed The Three Little Pigs, a one-act opera adapted by John Davies from the traditional fairy tale featuring music by Wolfgang A. Mozart. The show’s performers are part of an education team that visits schools to give students an introduction to opera. Lamplighter music teacher Natalie Bittner said that she used the education program several years ago when she taught middle school.

Pat Mattingly, former Lamplighter Head of School, and current board member for the Dallas Opera, attended the performance held in Cook Gym. A longtime supporter through the Friends of the Dallas Opera and the Orpheus Society, Mattingly believes in the importance of the Dallas Opera “as an essential institution for future generations.”

Explaining the significance of the visit from the Opera company, Vicki Raney, Lamplighter’s Assistant Head for Academics, shared that she was “thrilled” that Lamplighter could book a full performance of the Opera, and the students were “equally excited.” Raney said the production gave Kindergarten, first-, and second-grade students “their first glimpse of Opera at Lamplighter.”

“The fourth-grade students benefited from the show for their Opera education and upcoming May performance,” Raney continued. “We are so lucky at Lamplighter to have opportunities like this one that truly enrich the learning experience for our students.”

So We Think They Can Dance

In January, for the third year, Lamplighter welcomed the Dallas Black Dance Theatre for a special assembly for Kindergarten through fourth-grade students. The assembly was led by Nycole Ray, the Artistic Director of DBDT Encore!, a semi-professional dance company consisting of eight aspiring artists from around the nation.

Ray introduced the students to several different styles of dance including ballet, modern, and jazz, while the performers demonstrated movements from each category. Throughout the assembly, students learned movements from each dance style and pieced it together into a choreographed routine. The event culminated in a final performance titled, “The Dollhouse,” where four “dolls” come to life.

“The performance had so many elements that wowed the students,” said Vicki Raney, Lamplighter Assistant Head for Academics, who added, “Ray really encouraged everyone to become involved in the performance through both imagination and a bit of choreography.”

According to the dance company, education is a primary focus; therefore, they offer workshops, master classes, lecture/demonstrations, residencies, mini-performances, student matinees, and a variety of dance services to elementary, middle, and high schools; colleges and universities; social service agencies, and recreational facilities within Dallas/Fort Worth and across the nation.

They huffed, and they puffed, and they blew Lamplighter away! Last fall, for Kindergarten and Lower School students, the Dallas Opera performed The Three Little Pigs, a one-act opera adapted by John Davies from the traditional fairy tale featuring music by Wolfgang A. Mozart. The show’s performers are part of an education team that visits schools to give students an introduction to opera. Lamplighter music teacher Natalie Bittner said that she used the education program several years ago when she taught middle school.

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One Night in Havana

It was an exotic trip to Havana, Cuba, for Lamplighter parents on Saturday night, February 11. The "Havana Nights" Auction, benefiting the School’s current Capital Campaign, was held at Fair Park’s Hall of State. Meticulously transformed for the evening, cigar making, salsa music, and vintage Cadillacs were in order as the school celebrated and raised funds for expanding its campus, increasing its endowment, and improving its programs.
“Auction is such a special event for Lamplighter. Everyone on the Auction Team was so proud to have been able to bring Havana Nights to life this year!” remarked Lamplighter’s Auction Chair Lori Bennett, who added, “It was an amazing night full of dancing, great food, and wonderful friends coming together to support our beloved School.”

Dr. Joan Hill agreed. “Under the leadership of LPA Chair Brenna Lambert and Auction Chair Lori Bennett, this year’s Auction was so much fun!” said the Head of School who also thanked Bennett’s “extraordinary” committee, including Emily Clarke, Stephanie Fine, Ksenia Gonchar, Natalie Johnson, Melissa Lackey, Elizabeth McNeil, Jorie Wages, and Meredith Wrighton. Dr. Hill also expressed appreciation to the School’s parents “for their generosity, ingenuity, and support. Havana Nights was an evening to remember!” Bennett concurred and said the generosity of the Lamplighter community “is phenomenal. And, our parents arrived to the Auction ready to have fun.”

Melissa Dorrill, parent of a first-grader at the School, said the auction committee “did a great job transporting us to Havana…festive music, vibrant colors, jubilant crowds, and tropical flavors.” Laughing, she added, “And we didn’t even have to go through customs!”

Since its inception in 1969, the Auction is the primary fundraising event of the Lamplighter Parents’ Association. Dr. Hill explained that the School’s Auction “is not just a fundraiser, but serves as a ‘community-building event for Lamplighter families and friends.” She thanked parents for being “the spark that ignites the innovative spirit of our children, faculty, and school community.” Dr. Hill added that she appreciated the volunteers’ generosity with their time, describing it as “yet another example of how Lamplighter embodies the definition of community.”

The gala, held at The Hall of State in Fair Park, was a sea of guayabera shirts, linen pants, Panama hats, and Bata Cubana and Cuban Rumba dresses. Parents channeled Desi Arnaz, Lucille Ball, Rafael Palmeiro, Gloria Estefan, and “there were three Fidel Castros,” Bennett smiled. “Whether in character or playing it straight, everyone ate, danced, and bid in support of their favorite school,” Bennett continued. The venue was chosen due to its historic location and because it commemorates the history of Texas and is considered one of the best examples of Art Deco architecture in the state.

Live auction items were headlined with vacations, including a trip to Miami’s South Beach with a yacht excursion, a luxury escape to Southern California at the Peninsula Beverly Hills, a suite for 20 at the Justin Bieber concert at AT&T Stadium in July, and meeting WFAA-TV weather Anchorman Pete Delkus and participating in a live newscast experience. Especially popular was an afternoon of tossing a football with NFL Hall of Famer Darren Woodson of the Dallas Cowboys!

As in the past, some of the highest bidding was not for diamond earrings or exotic vacations. Instead, an in-school “lock-in” party was bid up along with the “Head of School for the Day,” which allows the winning family’s son or daughter to fill the shoes of the Head of School, running meetings, greeting students at carpool, and making special announcements. Other “priceless items” included class projects made by the students including their original artwork.

While guests left the party with new treasures, “The big winners in all of this are our students,” reflected Dr. Hill. “Together we showed our collective Lamplighter Spirit.” Dr. Hill who clarified that the funds raised from the event benefit the School’s ‘Igniting Young Minds for a Lifetime of Learning Campaign to Fund People, Place, and Programs.’

“The success of the Auction ensures that the School’s campaign will allow Lamplighter not only to expand and enrich its campus, but also to increase endowment and improve programs,” she continued.

After the bidding closed, the guests continued mingling before dancing the night away. “The parents had so much fun,” remarked Sandy Diamond, Lamplighter’s Director of Advancement, who described the dance floor as “packed until the very end of the evening.”

The group of several hundred appeared to cherish the last minutes of their ‘trip’ to Cuba, knowing their support of the event would greatly benefit the faculty and staff of the School. “A school that delivers serious education wrapped in the wonder of childhood,” described Dr. Hill, “who added, “Lamplighter inspires students to become life-long learners who are taught by dedicated teachers and supported by an exceptional parent community…all of whom work together to enrich the lives of all of our students.”
Max Arroyo ’12 attends Jesuit College Preparatory School of Dallas where he plays hockey, soccer and is on the debate team. Max has won several debate tournaments and will be going with the Jesuit Debate Team to the National Finals in Atlanta. He is on the Honor Roll and is taking pre-AP classes. Max keeps in touch with some of his Lamplighter friends.

Lily Baughman ’12 attends Episcopal School of Dallas where she plays volleyball and softball. Lily enjoys backpacking and kayaking, which she has done in Colorado and Washington State the past few summers. Her special memories of Lamplighter include Carnival, the Senior jacket ceremony and the All School Program.

Griffin Benners ’12 attends Greenhill School, where he has played volleyball and tennis. He was the primary goalie on the soccer team. His interests include music, computers, and coding.

Abby Brand ’12 attends Episcopal School of Dallas. She is on the Ronald McDonald Teen Board and Community Service Council, and she has received art award, honors math, and history award. Abby is also on the headmaster’s list.

Liberty Buckholt ’12 graduated from St. Thomas Aquinas in 2015 and currently attends Bishop Lynch, where she plays volleyball.

Preston Bulban ’12 attends Greenhill School. He has been involved in football, basketball, and baseball.

Campbell Crates ’12 attends UT High School where she is home-schooled so she can focus on her music career and commitments.

Sophia Ehring ’12 attends Greenhill School. She continues to pursue acting, including performing with Dallas Children’s Theater, Theater Arlington, and The Firehouse Theater.

Varun Gande ’12 attends Greenhill School and is still passionate about math. Varun plays piano and tennis in his free time.

Claire Groves ’12 attends Episcopal School of Dallas where she participates in cheer, lacrosse, and soccer. She participates in Microfinance Club and Writers Forum for Poetry, and she received the ESD Sculpture Awards in 2015 and 2016. Claire volunteers with the National Charity League and is a paragliding student pilot. She is also a counselor for Camp Spark.


Emma Hunt ’12 attends Ursuline Academy and plays competitive basketball. Through her work with Model UN, Emma is a defender of women’s and children’s rights and has worked with refugees through Catholic Charities.

Sophia Hurst ’12 attends Greenhill School where she made High Honor Roll in seventh and eighth grades. She is involved with Debate and plays field hockey. Last summer, Sophia completed a three-week debate camp at the University of Michigan, and she attended an exploration trip of Northern California with Rustic Pathways.

Lindsay Kaplan ’12 attends Shelton School and continues to ice skate.

Kirsten Kirk ’12 attends The Hockaday School and enjoys singing in the Upper School and show choir. Last year, Kirsten participated in Hockaday’s spring production of Beauty and the Beast.

Billy Lockhart ’12 attends St. Mark’s School of Texas, where he is busy with soccer, football, and the guitar. He has taken law classes the past few summers at Duke University.
Evan McNeal ’12 attends Greenhill School where he plays baseball and volleyball and volunteers with the North Texas Food Bank.

Christian Myers ’12 attends J. Serra Catholic High School in San Juan Capistrano, California.

Kaiti Ness ’12 attends Greenhill School where she is on the varsity cross country team and varsity basketball team. Katie was on the High Honor Roll for grades five through eight and is a Scottish Rite Hospital Junior Volunteer.

Cameron Blake Peters ’12 was elected as Freshman Class Vice President for the 2016-17 school year at John Paul II High School in Plano, where he also participates in Speech and Debate team, and plays varsity football. Cameron continues his love for chess, swimming, basketball, and playing musical instruments.

Alex Piccagli ’12 attends St. Mark’s School of Texas where he plays soccer and tennis.

Alex Rabin ’12 attends The Hockaday School.

Maro Reppas ’12 is a full-time equestrian rider and competes all year long. She attends Spring Creek Academy, which provides flexibility for her to train and compete full time. In 2015, she placed fourth nationally and was Zone Reserve Champion in her division.

Charlie Rose ’12 attends St. Mark’s School of Texas where he was a 2016 DFW Youth Lacrosse AllStar. He is an Honor Roll student and on the Teen Leadership Board at the Dallas Children’s Advocacy Center.

Gus Solis ’12 and his select hockey team, The Dallas Penguins, went undefeated in the state finals and won the state championship in their division. They advanced to the 2017 Toyota USA Hockey National Championship Tournament to represent Texas and the Dallas Junior Hockey Association.

Keller Welton ’12 attends Parish Episcopal School, where he has participated in lacrosse and baseball, and he is currently playing golf.

Eli Yancey ’12 attends St. Mark’s School of Texas where he continues to play hockey. He loves listening to music and is an avid skier.

Paul Sullivan ’12 attends St. Mark’s School of Texas. He is on the water polo team and the swim team. Paul finished the academic year with honors and is in Photography Club. During his summers, he paddles 120 miles on Allagash Waterway in Northern Maine, and goes crabbing in Martha’s Vineyard.

Jackson Swango ’12 attended St. Mark’s School of Texas for the past four years, and is currently attending Cardigan Mountain School in New Hampshire.

Claire Trochu ’12 attends The Hockaday School. Claire is on Honor Roll and is a member of enriched math class and choir.

Elizabeth Walsh ’12 attends Parish Episcopal school where she is on the Honor Roll and enjoys art, musical theater, and community service. Elizabeth also enjoys travel and yoga in her spare time.

ST. MARK’S 8TH GRADE GRADUATION
Young Alumni returned to Lamplighter for their first reunion!

Lamplighter alums left to right: Eli Yancey, Paul Sullivan, Luke Adams, Billy Lockhart, Alex Piccagli, Charlie Rose and Jackson Swango ’12 reunited at St. Marks 8th Grade Graduation. (need to confirm the names)
Tell us about your fondest Lamplighter memories:
Hootenanny, Halloween parade, senior opera, carpool line with fresh eggs, farm animals, playing in the bamboo forest, art class and the loom, playing the ukulele, art class and the loom, playing in the bamboo forest, art class and the loom.

What do you love about the school? This school is truly one of a kind. It had, by far, the biggest impact on my life in my early years. From the community to the growth in academics and teaching methods, I am honored and privileged to be a Lamplighter alum.

Where did you finish your education? After Lamplighter, I continued my education at Episcopal School of Dallas. I graduated from Southern Methodist University with a sociology major and art minor.

Why did you join the Alumni Council? A fellow classmate reached out to me asking if I would be interested in joining. I thought, “What a great way to reconnect with my early past and help continue to make an impact for generations to come.” Personally and professionally, I believe we all have a duty to give back in some way to our community. I am grateful for the opportunity.

Tell us a little about your family. My wife and I have been married for three years. We have a one-year-old boy, Kingston, and baby girl Kennedy is due July 2017.

What inspired your passion for clean, healthy eating and owning a restaurant? I lost my mother when I was 15. It was a struggle getting through high school and college even with the support from family and friends. I reached over 315 pounds and was unhealthy, physically and emotionally. I got in touch with an old friend, Reza Anvarian, who was former left-handed (Southpaw) Golden Glove Champion in 2005-2006. He had just opened up his first healthy, fast-casual restaurant in 2007 called Southpaws Grill in Preston Center. I told him I desperately needed to lose weight, get a job, and get my life on track. He gave me a workout and dietary schedule, but he couldn’t afford to hire me. I was at Southpaws Grill one day and it got crazy busy. I walked to the back and started washing dishes. Reza looked up and said, “I told you, I can’t afford you right now.” I replied, “Tell my dad I have a job, and pay me when you can.” I was the dishwasher, cook, delivery guy; you name it, I did it. After a few years, I partnered up with him and opened our second location in Uptown. We are also in both Equinox Fitness Clubs, with a downtown location coming end of 2017. Our motto is “It’s a lifestyle!!” because this is not just a job for me; it saved my life.

Do you have any wisdom to share with current Lamplighter students? Future entrepreneurs? Being successful is great, but being happy is more important. In my eyes, the happiest of people are the most successful. Life is such a precious thing. Love your family, and love what you do. You have one life to look back on. Make it a story you are proud to tell. No one will do it for you. Lamplighter takes in its students is like nothing I have ever seen.

1979
Margaret Flanagan Solomon '79 was named a lifetime member of the Stanford Associates, an honorary organization of Stanford alumni who have demonstrated significant and long-standing service to Stanford University. Margaret has three children: Barrow ’16, Greta ’18, and Griffin ’22. She currently serves on the Lamplighter Alumni Council, the Executive Committee of the Hockaday Alumni Board, and is a Stanford University Admissions Volunteer.

1980
Shannon Morse ’80 and her family recently moved back to Dallas where she has enjoyed reconnecting with fellow alumni Jill Mathis ’80, Lauren Hudspeth ’80, Kelly McCracken ’80, and Megan McCracken ’83. Shannon and Kelly took their children, including Will ’17 and Josie ’20 Morse, to spend the day at the Dallas Museum of Art.

1991
Lilly Albritton ’91 and husband Chuck Briant welcomed baby Adelaide on February 22. Everyone is happy and healthy, and brother James ’21 and sister Eleanor ’23 are thrilled to have a baby sister and future fellow Lamplighter.

1993
Sarah Luxen Junkin ’93 and her husband, Jeff, welcomed baby girl Ruby Elizabeth Junkin in April 2016. They live in Dallas and recently bought a new house.
Finley Harbaugh Konrade '93 purchased a horse from EQUEST, a non-profit organization in Dallas that uses horses to bring hope and healing to children and adults with diverse needs. Harbaugh has been volunteering with EQUEST since 2009.

**1996**


Aaron Ambrite '97 graduated from the College of Charleston in South Carolina with a degree in International Business, Spanish, and Logistics and went to work for a small shipping company in Spain. Aaron worked for Japan’s largest company in Spain. Aaron graduated with honors from John Marshall School of Maritime Admiralty Law. Aaron specialized in ocean carrier in Chicago while working for Japan’s largest company in Spain. Aaron attended law school at night. In June 2015, he graduated from the University of Texas at Austin in May 2016 and has started working for a small shipping company in Spain. Ambrite chose The Honest Company in 2016, Belmont University and empowers consumers. In Fall 2016, Belmont University and empowers consumers. The Honest Consumer is a website that shares the stories of social enterprise, spreads the word about ethically made goods, and empowers consumers. In Fall 2016, Belmont University chose The Honest Company as part of its Accelerator Program, which gave Waddell the opportunity to network and work with a mentor. Waddell currently volunteers with Poverty and the Arts, a non-profit art studio creating my self-portrait.

**2004**

Taryn Dandurand '04 graduated from the University of Texas at Austin in May 2016 and moved to San Francisco for a job in experiential marketing.

**2009**

Jared Steinhart '09 and the Young Alumni Car Wash Committee led the 6th Annual Young Alumni Car Wash for Lamplighter, raising record-breaking funds for the Faculty Salary Endowment Fund. The 2016 Car Wash was also a record year for number of volunteers and cars washed.

**2011**

Sam Bovard '11 was one of 17 student playwrights out of 500 to be selected for “Festival of the Kid,” a three-day event hosted by a professional theater company in Fort Worth. Student-written plays were directed by professional directors and performed at the Fort Worth theater by a student cast. Bovard’s former Lamplighter classmate, Hallet Thalheimer ‘11, and his younger brother Jack Bovard ‘16, attended Sam’s play, entitled Ride.

Emily Waddell '06

fin in Nashville, Tenn, where homeless community members create and sell art, receiving a portion of the profits. When reflecting on Lamplighter, Waddell remarked, “I always loved art class. I remember using the loom. I loved learning that new skill. I also enjoyed creating my self-portrait.”
Shea Castleman ’11 and Penelope Piccagli ’11 enjoyed Swiss Semester this fall. Swiss Semester is a unique study-abroad program in Zermatt, Switzerland, for “bright, adventurous students seeking an extraordinary experience.”

Sophia Yung ’14 competed with the Hockaday Middle School Robotics team in the North Texas Championship where her team received the Inspiration Award for Core Values. Yung’s team was praised for its teamwork, creativity, knowledge, and “playful banter.”

2013
MJ Ward ’13 is a student at Greenhill School and was featured on KXAS Channel 5 News after the Rio Olympics coverage on NBC. After two major surgeries, told he would never participate in sports, Ward has become a top competitive swimmer in Texas. His congenital condition, known as situs inversus, means Ward’s heart and organs are flipped on the opposite side of his body. “Despite being born with multiple birth defects, the Dallas teenager has overcome it all and now has dreams of competing in the Olympics.”

2015
Jackson Benners ’15 recently helped start a new water polo academy in Dallas. The Pegasus Water Polo Academy (PWPA) is a new athletic opportunity in Dallas-Fort Worth for children ages 8-18. Pegasus’ focus is to prepare student athletes to compete successfully at all levels. Benners is currently a seventh-grader at Greenhill School.

Liam Pham ’15 placed second in Episcopal School of Dallas’ Middle School spelling bee. Pham is a sixth-grader at ESD.

Eva Newberger ’16 recently visited the Louvre Museum in Paris. During her fourth-grade year at Lamplighter, Newberger played a criminal mastermind in Lamplighter’s opera La Trickster, where her character defaced many works of art in the Louvre. Newberger viewed the real artwork during her trip to Paris.

2016
Quinn Graves ’16 and Stella Wrubel ’16 continued their annual tradition of selling mistletoe during the holidays to raise funds for North Texas Food Bank. After five years, these young alumni have raised a total of $90,000.

David Peña-Vega ’16, a student at Cistercian Preparatory School, placed third in a jazz piano contest organized by the Dallas Music Teachers Association. Peña-Vega also participated in the Junior Pianists Guild where he received the maximum score. His parents are grateful to all of the Lamplighter faculty and staff for supporting each child’s interest and self-confidence.

Eva Newberger ’16

March for Babies, benefitting March of Dimes. The “Tang-O-Tinez” Team included Tang’s family, the Martinez and Bechtold families, and Lamplighter teachers Ana Owens and Anne Yarbrough. Together, the team raised over $35,000, ranking them as the number one fundraising team in Dallas. Tang was born at 34 weeks with life-threatening birth concerns, and spent much of his first year of life in and out of hospitals and doctors’ appointments. Tang benefitted from the work of March of Dimes and wanted to give back to the organization.

Roman Solis ’15 is an accomplished drummer. He has participated in the School of Rock band for the last five years. He is also becoming a talented baker, perfecting the art of cake baking.

Barrow Solomon ’16 and sister Greta Solomon ’18 were honored to be chosen to participate in 2017 Mardi Gras celebrations as a Page and Lady in Waiting to the Queen of the Mystic Krewe of Hermes, a time honored tradition in New Orleans.

Tyler Tang ’16 raised funds for March of Babies, benefitting March of Dimes. The “Tang-O-Tinez” Team included Tang’s family, the Martinez and Bechtold families, and Lamplighter teachers Ana Owens and Anne Yarbrough. Together, the team raised over $35,000, ranking them as the number one fundraising team in Dallas. Tang was born at 34 weeks with life-threatening birth concerns, and spent much of his first year of life in and out of hospitals and doctors’ appointments. Tang benefitted from the work of March of Dimes and wanted to give back to the organization.

“Tang-O-Tinez” March of Dimes Team
Ali Simenc ’09, Sam Bovard ’11, Raven Breitfeller ’08, Evan O’Brien ’09, and Alex Gilmour ’09 (pictured L-R) are all in the theater program at Greenhill and showcased their talents in an adaptation of William Golding’s first published novel *Lord of the Flies*. Catherine Hopkins, the Director of the Greenhill Upper School Theater program, was impressed with their work. “It has been an incredible journey with a remarkable group of young, brave, talented actors who have taken on every challenge I have given them.”

Lamplighter alums *Everett Graves*, *Jack Rose*, *Danny Enrico*, *Sarthak Reddy*, *Brent Ladin*, *Andrew Pfaff*, *Jack Yarbrough*, and *Javi Bautista* (pictured L-R) reunited on the pitch for a friendly game of soccer when ESD went head-to-head with Greenhill.

2013

Lamplighter alums *Everett Graves*, *Jack Rose*, *Danny Enrico*, *Sarthak Reddy*, *Brent Ladin*, *Andrew Pfaff*, *Jack Yarbrough*, and *Javi Bautista* (pictured L-R) reunited on the pitch for a friendly game of soccer when ESD went head-to-head with Greenhill.

It’s time for the
7TH ANNUAL LAMPLIGHTER YOUNG ALUMNI CAR WASH

SATURDAY, MAY 13
11:00 A.M. – 2:00 P.M.

Volunteers Still Needed!
Young Alums (5th grade through high school seniors) from across the city will head back to our first alma mater on May 13 to wash cars, raise some money, and reconnect with friends. We want you to join us!

Sponsor Opportunities!
Do you have a company or local business that would be willing to sponsor the Car Wash? Let us know!

Contact
Emma Siegel, Car Wash Chair
esiegel@hockaday.org or 214-649-0696

The 2017 Lamplighter School Young Alumni Car Wash Committee

Chair
Emma Siegel - Senior
The Hockaday School

Committee Vice-Chair
Katherine Pollock - Junior
The Hockaday School

Executive Committee Members
Carolina Campbell - Senior
The Hockaday School

Shea Castlemann - Sophomore
The Hockaday School

Sarah Hodgson - Junior
The Hockaday School

Leah Meyers - Senior
Greenhill School

Whit Payne - Senior
St. Mark’s School of Texas

Frank Thomas - Senior
St. Mark’s School of Texas

Hyer Thomas - Senior
St. Mark’s School of Texas

Amelia Brown - Junior
The Hockaday School

Dulany Bloom - 8th Grade
Greenhill School

George Dau - Senior
St. Mark’s School of Texas

Jake Darlak - 8th Grade
St. John’s Episcopal School

Everett Graves - 8th Grade
Greenhill School

Inez Johnson - 8th Grade
The Hockaday School

Kirsten Kirk - Freshman
The Hockaday School

Ali Simenc - Senior
Greenhill School

Kavita Sharma - 8th Grade
Parish Episcopal School

Alums!
We want to hear from you! Email Advancement at advancement@thelamplighterschool.org by August 1, 2017 to submit entries for the “Alumni Now” section of the upcoming Fall 2017 LampPost. Contact us any time to schedule a visit.

And be sure to FOLLOW us: Facebook, Twitter, Instagram.
Now in its 14th year, the annual Lamplighter Spirit Award Luncheon, representing the culminating event of Alumni Days on the School’s campus, took place in February. Honorees included Lamplighter alumnus Eric Lombardi ’73 and former Board Chair, alumni parent, and current grandparent Bennett Cullum. The Award, established in 2003 during the School’s 50th anniversary, is presented by the Alumni Council to an individual or group who embodies the spirit of Lamplighter and exhibits the qualities of a lifelong learner, is willing to take risks, and displays creativity in his or her work.

The event kicked off with welcoming remarks from Head of School Dr. Joan Hill who introduced the families of Lombardi and Cullum. After Dr. Hill recognized past recipients in attendance including Karen Pollock, Pat Mattingly, Barbara Nichols, Teel Gray, and Scurry Johnson ’73, the Lamplighter Fourth-Grade Singers performed for the audience, concluding appropriately with “Lamplighter Spirit.”

Next, Dr. Hill introduced Katherine Rochelle Wyker ’98, the 2016-2017 Alumni Council President. Wyker introduced the event’s first speaker, George Lombardi ’68 who traveled from Chicago to deliver remarks about his brother, Eric. George Lombardi opened by confirming, “There’s no doubt that my brother is a lifelong learner.” He chronicled Eric’s career path in the field of education and shared with the audience that he also attended Lamplighter with his brother Eric and sister Carolyn ’70. He remarked that his parents’ best decision was “being early adopters of the Ms. Swain and Ms. Murray program.”

Annual Alumni Award luncheon celebrates “lifelong learners who embody the spirit of Lamplighter.”

Then Eric Lombardi spoke to the crowd about his own Lamplighter experiences and how they shaped his journey into the field of education. He began by explaining that the best teachers come in two categories: 1) those who had horrible teachers growing up and want to write the wrongs of their negative schooling experiences, and 2) those who want to recreate to wonders of their own positive education experiences – those who had teachers who loved what they were doing and loved their students. Lombardi affirmed that any Lamplighter alum who becomes a teacher clearly comes from the second category. In addition, despite a robust career in independent schools, Lombardi explained, “after 45 years and nine schools, the best school with which I have ever been associated was my elementary school, Lamplighter.”

Next to step up to the podium was current parent and alum Liz Helfrich ’90 who shared remarks about her father, Bennett Cullum. Helfrich began by stating that her dad has “always put learning and service to others, including his family, first.” She shared how her father continues to demonstrate the concept of a “forever learner.” At the conclusion of her remarks, Helfrich invited her daughter Anne Marie ’26 to the stage to read a poem entitled “On Lighting a Lamp.”

Mr. Cullum thanked his daughter and granddaughter, and began his remarks by fondly recalling that “serving as Board Chair at Lamplighter was one of the greatest honors of my life.” Cullum discussed opportunities for personal growth and shared examples of his three passions – meteorology, classical music, and U.S. history and government – and how they “deepened his forever learning.”

Cullum concluded his remarks with advice for the audience and special recognition of the Lamplighter teachers. He asked all Lamplighter teachers to stand to be recognized and thanked them for their hard work and dedication to the young learners in our School today.

The event then concluded with closing remarks by Dr. Hill and recognition of current and former Trustees in attendance.
Dear Lamplighter Families:

What an amazing year it has been! This past year, we have been privileged to witness incredible transformations on campus as we awaited the much-anticipated Innovation Lab and new barn. With these exciting additions came new opportunities for our most visible LPA events. The talents of our parent volunteers, along with the support of faculty and staff, allowed for a remarkable year filled with not-to-miss events and endless memories.

Last fall, we had a “blast” at the Barnyard Blastoff! The new Ring Road and sport court provided ideal locations for the midway games and inflatables, and the hill, “a.k.a. the moon,” proved to be a fantastic location for the Senior Jacket ceremony. From the parade of grades, the planting of the flags on the moon, countless rides and attractions, to the out-of-this-world Jacket Ceremony, the Carnival Committee transformed our campus and took us all on an unforgettable journey to the moon and back!

We kicked off the winter with the Media Center Open House. Along with donating books and digital books in honor of faculty and staff, this time-honored event showcased students’ musical talents.

The spectacular Auction socials that took us spinning, painting, playing cards, tasting our way around the world, and sledging on the playground, lead up to classic cars and hand-rolled Cuban cigars at the iconic Hall, as well as at various events through the summer. As parents, having a consistent touch point and a reliable source of information for all things related to each child’s grade is essential, and our Grade Level Coordinators (GLCs) have done an outstanding job providing just that. They kicked off every week with Sunday emails, keeping everyone organized and bringing us together for parties. For Early Childhood classes, our Room Parents provided an extra layer of support, working with the GLCs to organize playdates and parent events to further enrich community-building. Rounding it out, the Fourth-Grade Yearbook Chairs embraced the task of organizing and memorializing the Lamplighter journey from Pre-K through fourth-grade as we celebrate our Senior Class in the 2017 yearbook.

As part of our community-building efforts, several committees were dedicated to engaging important constituent groups. The Faculty and Staff Appreciation provided snacks to sustain busy teachers and staff throughout the day, meals for meetings, and celebrations of gratitude for our incredible faculty at the winter holidays, Valentine’s Day, and end of year. The Dads’ Program Coordinator organized Donuts for Dads/Popsicles with Pops and recruited dads to join the event staffing team supporting Carnival operations. Our Community Outreach team provided opportunities for third- and fourth-grade students to carry the Lamplighter mission beyond the Ring Road, packing sack lunches and snack bags for Family Gateway’s homeless families. They also raised funds during Media Center Open House to purchase books for two DISD elementary schools supporting our Commit! Partnership.

These events and programs are dependent on the LPA’s fundraising endeavors: Spirit Store and Friday Lunch. The Spirit Store Chairs spread Lamplighter spirit around campus with new, creatively designed spirit wear and unique spirit gear offerings. The Friday Lunch chairs kept students and teachers fed every week with hot pizza and organic apples delivered by teams of parent volunteers.

Behind the LPA stand several key volunteers who keep things running smoothly and provided me countless hours of support necessary to perform in the role of President: The Treasurers painstakingly tracked finances. The Volunteer Chairs managed the database and insured that committee chairs had support. The Secretary carefully documented Board business. The President Elect and the President Advisor supported all LPA activities and provided sound advice and countless hours of work. Under the capable leadership of Sunny Knocke, next year is certain to be fantastic.

We are fortunate to have a strong partnership with the School, which truly creates a collaborative environment for our community interactions. Our LPA programs, run in cooperation with Dr. Joan Hill and the Leadership Team, have been incredibly supportive. Sandy Diamond, Director of Advancement, and Cindy Connolly, Parent Relations Coordinator, are invaluable partners in all LPA endeavors.

I am so grateful for the Board and honored to have had the opportunity to work with all of you. Your dedication to your children, the School, and our community is inspirational. You have gone above and beyond showcasing your talents and acting as ambassadors for the LPA. I look forward to seeing the continued spirit of positivity, inclusiveness, and collaboration next year in new and exciting ways under Sunny’s leadership.

Sincerely,

Brenna Lambert
Parents: If this issue is addressed to your son or daughter who no longer maintains a permanent residence in your home, please send us the correct address to the school address above or email it to advancement@thelamplighterschool.org

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Thank You for supporting The Lamplighter School’s 2016–2017 Annual Fund