

GSES GOOD NEWS MAGAZINE

Spring 2016



Mission Statement:



EPISCOPAL SCHOOL

INSPIRES

CHILDREN TO:

LEARN

with confidence.

SERVE

with compassion, &

LEAD

with courage.

5 TENETS WHICH FRAME OUR EPISCOPAL IDENTITY

Intellectual Discipline

Common Prayer

Welcoming Community

Respect for Others

Compassionate Service

GOOD NEWS MAGAZINE: SPRING 2016

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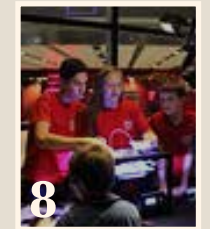
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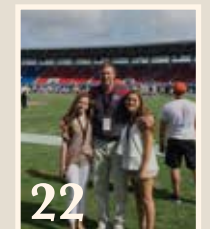
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“CHANGE IS THE LAW
OF LIFE. AND THOSE
WHO LOOK ONLY TO
THE PAST OR PRESENT
ARE CERTAIN TO MISS
THE FUTURE.”

—JOHN F. KENNEDY

TRANSITIONS From the Head of School

by Laurie Daum

Transitions reflect the various chapters and seasons of our lives. Nothing stays the same, and yet, we don't always see the day-to-day story evolve in our own world until the segment is completed. I have enjoyed my various chapters and transitions at Good Shepherd Episcopal School. Whether I was teaching fourth grade, raising five girls who attended Good Shepherd, leading the lower school, or serving as Head of School, I have been blessed to be at an Episcopal school where faith, character, learning, serving, and leading are all part of this special experience.



The joy of working with children is what makes being at a school the best of all careers. Children make so many transitions during their ten years at Good Shepherd. It is amazing and inspiring to see the developmental growth of a child in a single year. For students in prekindergarten, kindergarten, and primer, an essential element of their education is spending time learning how to play well with others, working with calendars to recognize the concepts of yesterday, today, and tomorrow, as well as starting to study letters and sounds which opens up the world of reading.

In lower school, students transition from reading picture books in first grade to reading and annotating novels in the third and fourth grades. Developmentally, the students begin to move from concrete, literal thinking and speaking to more abstract, figurative language. The students are producing their own stories and becoming young authors rather than just consuming the stories of adult authors. Mathematically, the concepts are as important as the computation while students move from addition and subtraction to division and decimals. Physically, you can see a first grader transition as she steps out of the car one morning with the news that she lost her first baby tooth, while fourth grade students share adult smiles as they open the doors for families in morning carpool.

We actively assist our younger students in their transition from lower school to middle school. The fifth graders spend their first days learning how to get organized and travel from class to class. Middle school students are allowed more freedom, and we encourage our middle schoolers to be active participants in their learning. Listening to sixth grade students in a “coffee house” atmosphere share their stories from the perspective of an inanimate object of their choice made the lesson much more personal and engaging. As these students build relationships with their teachers, they become more confident and active participants in their learning by making choices in writing assignments while still continuing to learn social skills as they work on group projects. The eighth graders look forward to beginning their new high school chapter, and yet, are a bit anxious about transitioning without all the familiar faces of friends, coaches, and teachers at Good Shepherd.

Transitions are an integral part of a student's education just as chapters and seasons are part of all of our lives. As I look to the future, I hope my grandson starts his school years at Good Shepherd where I am confident he will receive the stellar education that his mother and aunts received. Certainly, the experience will only vaguely resemble the experience they had at Good Shepherd because education, like the seasons of life, will continue to change and evolve. As the Greek philosopher Heraclitus said long ago, “Nothing endures but change.”

LET'S PLAY!

by Hope Lacey and Liz Fleskes

At Good Shepherd Episcopal School, play is visible across all grades. In early childhood and in lower school, you might see PreK students on a “camping trip,” kindergarten students collaborating to build a zoo, first graders solving rapid-fire math problems with partners, and third graders traveling across the Atlantic Ocean to reach the New World. Play is learning. According to twentieth century Soviet psychologist Lev Vygotsky, play “contains all developmental tendencies in a condensed form and is itself a major source of development.” Whether your child is in PreK or fourth grade, play matters. In the early years, teachers design learning experiences around purposeful play, focusing on developing language, literacy, math, self-regulation, and other social skills. As children play, they also develop critical cognitive, emotional, social, and physical skills. Play even contributes to proper brain development. What is play? Play has been described and defined in a variety of research studies. Often, it is described more as a set of behavioral and dispositional criteria:

PLAY IS PLEASURABLE:

Children must derive enjoyment from the activity itself.

PLAY IS INTRINSICALLY MOTIVATED:

The simple satisfaction of engaging in the activity is motivation for participation. No one has to provide external motivation to encourage a child to join in.

PLAY IS ACTIVELY ENGAGED:

Students at play are physically and/or mentally involved.

PLAY IS FREELY CHOSEN:

Children at play have self-selected the activity. Play should be voluntary and spontaneous.

PLAY IS PROCESS ORIENTED:

For children at play, the process is the important goal. Play does not “begin with the end in mind.”

PLAY IS NON-LITERAL:

Play rarely takes place in reality. Instead, it is rooted in the worlds of imagination and make-believe.



“PLAY IS OFTEN TALKED ABOUT AS IF IT WERE A RELIEF FROM SERIOUS LEARNING. BUT FOR CHILDREN, PLAY IS SERIOUS LEARNING. PLAY IS REALLY THE WORK OF CHILDHOOD.”
—FRED ROGERS ”

As children get older, play continues to be vital in their learning. Children in primary grades learn best through concrete experiences and when they can make connections. Intellectual growth, social growth, and a joy of learning are all fostered through these connections. Additionally, there are purely cognitive benefits to play. In order to scientifically reason about new objects in their environment, research has shown that children can use play and can test their hypotheses through play. In 2005, James E. Johnson, author and Penn State professor of Education, Curriculum, and Instruction, discovered that when children are playing, they are actually experimenting with different behaviors, developing creativity and strategy they can apply to undertake more difficult problems. Both convergent and divergent problem solving can be strengthened through play. Convergent thinking will reach a correct answer by bringing a variety of materials and thoughts together to problem solve. A child’s ability to solve a convergent problem has been linked to his or her performance on intelligence and standardized classroom tests. At play, when children are thinking divergently, they are forced to come up with new ideas, restructure them, and come up with new scenarios. Play can also support concepts such as cause and effect, measurement, and part-to-whole relations, laying the groundwork for later exploration of more formal science, technology, engineering, and mathematics (STEM) concepts. Play is also a way for children to learn about the realities and expectations of their culture. Through play, children develop a disposition to be lifelong learners. As educators, we strive to create, nurture, and maintain an environment to encourage play throughout the Good Shepherd campus.



WHAT KIND OF PLAY?

There are different forms of play as children pass through developmental milestones:

EXPLORATORY PLAY

is the first form of object play and begins around five months of age.

GUIDED PLAY

allows adults to enrich the child’s environment by providing objects or experiences that promote aspects of a curriculum.

PRETEND PLAY

has been linked to creativity, and creative problem solving, in particular. The benefits of play are perhaps best addressed in the area of pretend play. Pretending and language are each, at their core, modes of symbolic thought.

SOCIAL PLAY

is defined as play that occurs in the interaction of children with adults or other children.

So, let’s all get out and play a little bit more!



100TH
DAY OF
SCHOOL



8TH GRADE
COE RETURN



HOW CREATING WITH TECHNOLOGY HAS ENHANCED LOWER SCHOOL LEARNING

by Lauren Marold and Mary Torres

Capturing creativity through play, innovation, and design is the most dynamic way for learners to experience education. Good Shepherd Episcopal School began our iPad Initiative in 2013 and, at that time, we adopted a “creation vs. consumption” philosophy. Our goal is for students to become the producers of their own creative content. This will lead them to make new discoveries, while thinking critically about the subject matter of study.

We have differentiated between creation and consumption intentionally. As we developed our technology curriculum, we looked at many different schools and their models for learning. Many of the schools we visited were using their devices to “get” information. Students mainly used the iPad for research, reading, textbooks, and drill and practice. While these are useful ways to use the technology, they do not promote critical thinking or creativity. As we have implemented the iPads using this philosophy in lower school, we have seen three main benefits: 1) students are thinking deeply about their work, 2) students are taking ownership of their learning, and 3) students are reflecting on their work.

Early childhood and lower school students attend computer lab classes and integrate iPads into the classroom to expand on the information students are learning. The integration of technology supports the classroom objective being taught or learned. Students are making choices about how they learn through the app, program, or digital tool being used.

In promoting a “creation vs consumption” philosophy for integrating technology, the students are pushed to take ownership of their learning. When a teacher gives a student the choice of which digital tool, application, or presentation method they use to explain their thinking, the student then has the opportunity to self-select the most appropriate approach. In our experience, this leads to stronger integration, better content mastery, and deeper critical thinking. When students create their own work, the teacher is able to ask open-ended, critical-thinking questions that push students’

thinking deeper than when they consume and regurgitate information.

Through the use of technology, lower school students are enhancing their collaborative skills. We are seeing growth in their peer-peer dialogues, student instructional roles, social components, 21st Century problem-solving skills, creativity, and play. These skills are highlighted through partner work and classroom collaboration.

We have seen growth in peer-peer dialogue when students are having to discuss choices they are making for a particular project. Students in kindergarten have increased their dialogue when talking to their partner about how to use an app, or basic functions of the iPad/computer. They then decide how to apply the skills or information they have learned through the dialogue with their partner. When students are given the freedom to have conversations to explore and learn with a partner, they tend to use their content-specific vocabulary and knowledge in a more authentic manner. Jodi Shinnick, a kindergarten teacher, has observed that she hears richer conversations between students when they use the iPad for learning.

Sarah Tchoukaleff, Lower School Reading Specialist, has students create a Popplet to map out their thinking about a story they have read. They then take their Popplet into an app called ThingLink where they record their voice and associate it with the concept depicted in their Popplet mind-map. This helps the students own their learning by reinforcing what they have read through written, verbal, and pictorial representation. Many of our grade levels use mind-mapping as a way for students to organize their thinking. This has traditionally been done with paper and pencil. The iPad has afforded the opportunity for students to be creative using a tool like Popplet. Students are now able to add images of what they visualize, supporting text, color coding for clarity, and easy manipulation of the information. The students benefit from the ability to quickly edit, share, and adapt what could not have easily been done on a sheet of paper. An application like Popplet lends itself to the growth of problem-solving

skills, critical thinking, and creativity.

Good Shepherd places emphasis on reflection in the classroom. Reflection is an invaluable piece of the learning process because students learn from their own experiences, evaluate what they have created, and then generate new goals based on what they’ve learned. Other benefits occur when students use the device to interview or share their classmates’ thinking. Some of our favorite apps for capturing student thinking are ThingLink, BookCreator, ShowMe, Telegami, and Explain Everything. Utilizing the built-in camera, students are able to ask questions of their peers and help capture their thought process. The student that was filmed benefits from the ability to go back and listen to his own voice and reflect on changes or improvements that could be made. Kelsey Swan, a 4th grade teacher, has students use BookCreator to create an interactive notebook for their lessons. Students write notes, record voice-overs, video themselves, and draw in their BookCreator notebook to help them understand and comprehend their math lessons in a deeper way. They then reflect on where they are struggling and succeeding.

As students grow in lower school, their ability to self-select “the right tool for the job” is an empowering experience for young learners.

Using the “creation vs. consumption” philosophy, we strive to develop students’ confidence to own their learning experience and understand the best way for them to present their thinking.

As lower school students enter middle school, they are equipped with critical and creative thinking skills as well as a comfort with technology. We have found that the more comfortable students are with using technology as a tool in the classroom, the more inclined they are to dig deeper into their learning.



CREATING VS.
CONSUMING
IN THE
CLASSROOM

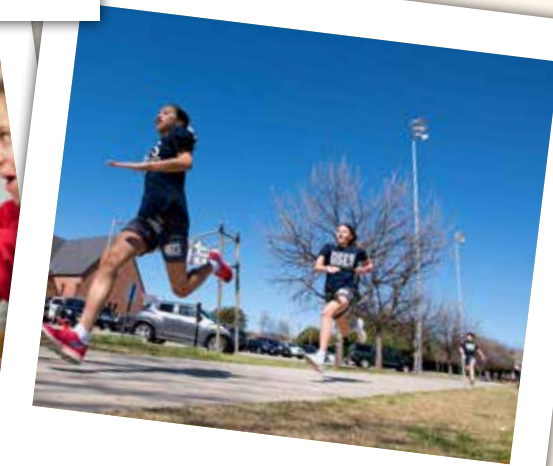
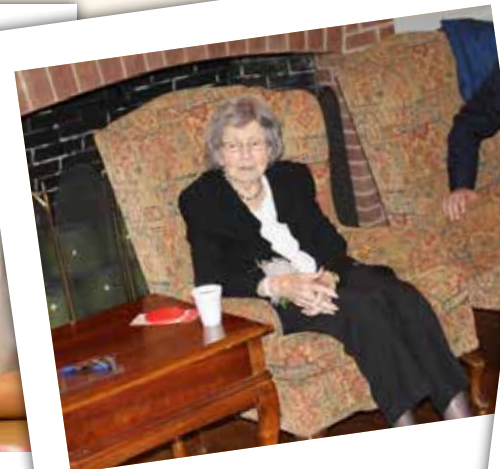
Dear Good Shepherd Episcopal School Community:

As you know, Good Shepherd Episcopal School is much more than an exceptional center for learning, it is also a community that comes together to support one another. On behalf of the school's leadership, faculty, and staff, I want to thank you for all you do. By volunteering your time and energy, and giving so generously to the school, you continue to demonstrate your trust in us to successfully educate your children.

As we welcome spring, I think it is important to look back, reflect on our accomplishments, and look forward to future endeavors. So far this year, you have successfully made new families, like mine, feel welcome at the back-to-school BBQ, organized and attended Carnival to help raise the funds to purchase an important mini-bus, and volunteered countless hours for Angel Tree and the Celebration of Giving. You thoughtfully served with compassion during our Disaster Relief and Recovery efforts for those affected by the devastating storms that hit North Texas at Christmas, and again this year, you overwhelmingly supported the annual campaign to allow the school to continue to enrich your children's learning environment. We look forward to what spring will bring to the Good Shepherd campus: music sharings, Grandparents' Day, birthday tables, COE trips, and much more, as we finally reach 8th grade graduation in May. At the end of the day, we could not do what we do at Good Shepherd Episcopal School without you.

Each day, our talented and dedicated faculty and staff work tirelessly to deliver an exceptional educational experience for your children. We strive for excellence in everything we do while encouraging each student to be inspired to learn with confidence, serve with compassion, and lead with courage. It is with your support that we continue to make our mission a reality.

Sincerely,
Brandon K. Starr
Associate Head of School, Advancement
and External Affairs



MID-YEAR REFLECTIONS



HALLOWEEN 2015



CELEBRATION OF GIVING





When I think about the importance of giving students the freedom of choice in their own learning, there are two scenarios that, for me, perfectly capture the dilemma of any teacher.

SCENARIO #1:

There is a fantastic episode of “I Love Lucy” where Lucy cannot make a decision to save her life. The hilarious foursome walks into the Jubilee Restaurant and, after moving tables several times due to Lucy’s inability to pick, looks at their huge menu filled with endless culinary options (for the 2016 equivalent, think about the novel we are gifted to read at The Cheesecake Factory), and Lucy places her order. Then Ethel orders, and her order sounds much better. Lucy quickly copies Ethel’s. Then Ricky orders - and Lucy, of course, switches to his choice. By the time they move to Fred, the waiter is so frustrated that he immediately quits.

SCENARIO #2:

A few years ago, I started my first morning of the school year in an unusual way. I got to school early and flipped over every chair in my room, so, walking in, all you could see were 144 chair legs sprawled in the air. I stood at my door to greet my eager young pupils on their return from summer break (eager might be a stretch - they were 16 and clearly less than thrilled to be awake before noon). All I said at the door was “Hi! Pick a seat anywhere you would like!” During the passing period, I resisted every urge to glance over my shoulder to see what was happening inside my room. And exactly what I expected to happen, happened. I turned the corner after the bell to find 36 kids standing awkwardly at the back of the room. Waiting. Not one sitting. In a chipper tone, I said, “I told you guys to take a seat! What’s up?” They looked at me dumbfounded, and on their faces I could read the question their first-day-of-school respect kept them from asking. How are we supposed to sit when the chairs are flipped over? There was an implied “you crazy lady” attached to the end of the question for some, as well. Totally fair. I simply asked, “What do you need to do to be able to sit?” After an abbreviated pause, I finally got a hesitant, “Turn the chairs over?” Me, “YES!!” They did. And we started our year.

In my crazy-lady brain, those two instances create the frame for every decision I have to make in teaching my students. If I give too much choice, too many options, there is the intimidating, overwhelming indecision that will result in so much jumping around that nothing ever gets done. In the worst case, they never get to eat, starve, and I, their ever-eager waiter, quit mid-lesson. This is, of course, only the case if I am teaching my students in the 1953 Jubilee Restaurant, which I won’t rule out, but doubt will happen.

Then, there is what I see as the far more terrifying option. If I give too little choice, if I dictate every little moment, they lose their ability to trust themselves, to trust that they can make a decision on their own, go with it, and end up doing something that makes them proud. They essentially stop thinking for themselves. My students knew to turn over the chairs. It was in them; I know it! But, at school, you do what the teacher says, right? You wait to be told, check every box exactly, and receive a number next to your name in a gradebook. That moment taught me that choice is critical in creating free-thinking, engaged, confident students. It’s just about the right amount of choice.

I’m about to assign a project to my 6th graders over The Book Thief. They will have about seven options to choose from, everything from creating a visual representation of a piece of the book to composing an original piece of music embodying the tone of their favorite scene to rewriting the end in the narrator’s voice to fit their own envisioned finale. I am so excited to see their final products, I can hardly stand it! I say this because I think for this assignment I’ve nailed the sweet spot between my above-stated scenarios: options, but not too many, with structure for each choice without being restrictive.

And how did I nail this sweet spot, you ask? Am I just the kind of teacher who gets this so intrinsically that I know how to hit it every time? No. I asked the perfect people to help me. I asked my students.

I sat down individually with a few of my I-couldn’t-close-the-book-and-stop-reading-if-you-sat-on-it students who were finished reading early. They, given the freedom to voice their opinions about my ideas, helped me elaborate on, delete completely, and add brand new options. Hearing them reflect on these options was fascinating because they were thinking from the perspective of their peers and what would excite them. “Henry will LOVE this one!” “Oh yeah, I can definitely see this being what Austin picks.”

What better way to create the right balance for students than handing it over to students?

In an earlier writing project this year, I asked my students to pick any unique voice they could imagine to tell the story of any significant learning experience in their lives. This was based off the fact that The Book Thief is narrated by Death and tells the story of the main character learning to read and write.* They had ample freedom for creative, personal ideas but also a clearly defined structure. I read stories narrated by old children’s books, fear, a wooden pencil, a carved pumpkin, a baseball, ice skates, imagination, swimming goggles, and, a particular favorite, a whole story written by the number zero about how hard it was to learn fractions. What I thought would be two-page pieces often exploded into five, seven, and even ten. We turned our room into



“...I ASKED THE PERFECT PEOPLE TO HELP ME. I ASKED MY STUDENTS.”

—ALEX GANDY

a makeshift coffee shop, and they all stood up and read with pride. That was a great day, all stemming from their choices, not mine. The true power of relinquishing teacher control in favor of more student freedom is in the everyday, small moments. You notice Dani loves piano, and offhand say you love teaching yoga to piano music. Then over the weekend, you get three separate YouTube videos in your inbox of options for your next Dani-written savasana song. Ella is practicing her favorite default pastime of inventing new fonts, and you nonchalantly say you would love to learn to write like that. Hours later, on your keyboard appears a three-page, step-by-step tutorial, stroke by stroke, of just how to create each individual letter.

Reflecting on a project I gave my students six years ago, Katie wrote this about being given open opportunity in learning: “So many hidden talents come out when you trust students with extra responsibilities. I learned so much about my fellow classmates that I would have never found out otherwise.” There’s no bigger responsibility a teacher has than to create that environment.

I am not unique here, by any means. I see every teacher around me doing just this, and it inspires me to do it better. This is why we all teach: to open up possibilities and see the things we never, in a million years, expected to show up in front of us. It is pure joy. Teaching is pure joy.

*At this point in writing this article, five of my 6th graders walked in. I am as unsure a writer as they are, and when they are unsure, they ask me to read their work. So, I followed their lead. I asked them to read my work and give me some feedback. I got tips on my vocabulary, my tone, and what quote to use to end it all. Full disclosure, this article is mostly them. Thanks, guys!



GSES LIGHTS UP AURORA

by Kelly Cole

October 15th welcomed the fourth Aurora event in Dallas. Aurora is a free outdoor art experience in Dallas' downtown arts district.

The art is immersive, capturing all the senses with use of light, sound, and video, and interacting with attendees and their environment. One of the art installations included large video projections on the Wylie Theater while a Dallas Opera singer performed a chilling piece. The 68-acre experience was led by co-founders Joshua King and Shane Pennington. With an estimated 50,000 people attending last October, Aurora is quickly becoming a Dallas tradition.

This year's theme was "All Together Now" which seems fitting as Good Shepherd Episcopal School had the great opportunity to participate in the popular and very public event. Only two other schools in Dallas were invited to be a part of such a large, city-wide event. The GSES student and faculty involvement was thanks to the hard work of SPARQ coordinator Laura Cole. "Laura Cole was the one that brought the Aurora project to Good Shepherd. She made the connection with Aurora co-founder Joshua King, and he was eager to involve more students in the event," says Educational Technologist and GSES alumna, Lauren Marold. But ultimately, it was the Good Shepherd students that won over Mr. King. Marold continues, "Laura introduced him to SPARQ and the work that our students were doing in the spring of 2015. He was excited by the possibilities of having PreK-8th grade participants."

Over the summer, a student committee consisting of 7th and 8th graders worked on ideas for the GSES project. Most of the original ideas were nature inspired - a pond and tree with lights - a river with lights. Finally, they decided on creating an illuminated tree. Laura Cole recalls, "The students felt that trees are made of many small pieces that come together to form the whole. It also represents our school mission through the COE program 'leave no trace.'"

“THE STUDENTS FELT THAT TREES ARE MADE OF MANY SMALL PIECES THAT COME TOGETHER TO FORM THE WHOLE. IT ALSO REPRESENTS OUR SCHOOL MISSION THROUGH THE COE PROGRAM, 'LEAVE NO TRACE.'”

—LAURA COLE



This transformed into the title "Leaf No Trace." The result was an ethereal silver tree with mirrors and string lights. It was created with items as organic as real tree branches spray-painted silver and also leaves created by students using the SPARQ lab's 3D printer.

While only a small group of students imaged the tree over the summer break, it took the effort of the whole school to work the project into existence. From PreK students making leaves from their painted handprints to 8th graders adhering tiny mirrors to the tree trunk, everyone, even visiting Aurora artist/exhibitor Ofri Cnaani attached silver branches to the tree. Many students and teachers echo eighth grader Santiago Nelson, who says his favorite part about creating the tree was "working together with my class and friends." Students were committed to the project, many sacrificing weekend time to work tirelessly as the deadline drew closer. "Leaf No Trace" was a physical accomplishment. Laura Cole cites one of her main tasks once the building began, "I helped the Makerspace class work with construction tools to assemble large pieces of the tree." Many GSES students were introduced to new, creative, and innovative tools that they might otherwise not have had the opportunity to use.

Of the construction process, eighth grader Noah Faulkner said, "My favorite part of creating the tree was creating all the cool designs for the 3D prints. We used three different designs of pieces, out of 100 different ones made, and one of the three we used was actually my design." Like Faulkner, many other GSES students were honored to be a part of Aurora.

Eighth grader Anna Roberts says, "I was amazed that we were invited with all the talented schools and artists." Neither Roberts, nor fellow eighth grader, Jenna Hansen knew about Aurora before Good Shepherd's involvement, but Hansen says the best part of the project was at the event, "My favorite part about creating the tree was seeing it all come together at Aurora." Because of the longevity of the project, Good Shepherd students were able to see the fruits of their labor from the initial concept to its successful installation. Not only did students help with set-up for the event, many volunteered to attend the event to interact with Aurora visitors. On a table to the side of their beautiful creation, students created lanterns with exhibit visitors which were placed under the tree. In addition, visitors and students added special leaves that included written ideas on how they were planning to "Leaf No Trace." Most importantly, students explained what Aurora meant to them and shared their powerful learning experience.

Good Shepherd Episcopal School was able to participate in Aurora because of innovative teachers and enthusiastic students. Laura Cole explains her teaching focus throughout the project, "I was focusing on students learning about collaboration and the design process." This intention seems to have paid off.

With the support of administration, parents, faculty, and students, Good Shepherd has made quite the impression on Aurora, and it's fair to say Aurora has made a similar mark on Good Shepherd. Noah Faulkner discusses the positive, lasting effect of the GSES student participation in October, "I learned that as a team, great things can be accomplished, beautiful creative things can be made, and throughout it all, just have fun."



**DISASTER
RELIEF
ROWLETT**





ANDY MCCALL | CLASS OF 2008

Class of 2008 alumnus, Andy McCall, has been living the “serving with compassion” mission of Good Shepherd Episcopal School, since his first days on the cougar campus in 2000. Having spent first through eighth grades at GSES, he recalled many service leadership opportunities, and his time in the Boy Scouts (he became an Eagle Scout during his 8th grade year). One particular event, serving food with the Salvation Army, greatly impacted how he continues to see opportunities to give back to his community today.

Andy graduated from Jesuit, where he participated in track and cross country and continued his career with the Boy Scouts. He enrolled in Hendrix College, a small, liberal-arts school in Arkansas, saying, “I decided I wanted to go somewhere and be really on my own. I wanted to see if I could really do it.” It was during his travels between Hendrix and home when he first started noticing the devastation and destruction caused by natural disasters. His own grandmother’s house suffered extensive flooding from Hurricane Katrina, and although the flooding did not cause structural damage, the 6-7 feet of water was enough to keep a FEMA trailer occupied for several years in the storm’s aftermath.

So it was only natural for Andy, while he was on his most recent break from school, to respond to Father Mullins’ request for volunteers. Volunteers were needed to provide relief for the victims of the Rowlett, TX tornado that struck just after Christmas. As a parishioner family at The Episcopal Church of the Good Shepherd for as long as he can remember, Andy’s never far from home. Andy joined many GSES families, students, alumni, faculty, and staff as the Classroom of the Earth Disaster Relief and Recovery Team brought some much-needed comfort to those affected by the storm in Rowlett. “It was just a good thing to do, to give back to the community, and it was a nice way to spend time with Mom, providing comfort and relief to others”, he said.

Andy is excited to graduate from Hendrix College this spring, where he’s been studying English and creative writing. No doubt, he will continue to serve with compassion wherever the future leads.



KRISTI DOELL | CLASS OF 1997

Kristi Doell, Good Shepherd Episcopal School graduate of the Class of 1997, remembers her time fondly, attending from kindergarten through 8th grades, “I loved it. It was that small community school. Our class was the same 50 of us all the way through. We were a tight-knit group.” She reflects on time with her teachers, saying Mr. Burgess’ class is one of the reasons she became a teacher, herself.

Kristi never expected to go into the field of education. When she graduated from Bishop Lynch High School in 2001, her interests were wide and varied. Growing up as an only child with loving, supportive parents, she really was able, and adventurous enough, to try new things to see what sparked, “-soccer, basketball, softball, dancing, ice-skating, but I loved horseback-riding the most.”

Texas Tech seemed like a natural fit for Kristi being so close to home; her undergraduate was a small taste of freedom and a chance to “focus on the social aspect” of the time. “When you’re eighteen years old, how are you supposed to decide what you want to do with your life?” Though she wasn’t sold on the future, Kristi was focused and determined in her studies, gaining degrees in both Communications and Spanish. “Spanish had been a part of my life from early-on. It was one of the best things about growing up at GSES; I felt very prepared

and even ahead of the crowd.” It didn’t take long for Kristi to land a job in advertising after she finished her undergraduate studies. After four years living the cubicle-life in advertising, Kristi was itching to do something more meaningful. She enrolled in the University of Texas at Dallas in 2010 and became certified to each as a generalist in 4th through 8th grades, and eventually added the generalist certification for early childhood through 6th grade. Kristi questioned, “What could I really do that was more positive and could help out society in some way? What could give me more purpose than sitting in a cubicle all day?” Kristi found her passion, and it has paid off in a big way. She had the good fortune to student teach at Brentfield Elementary School in Richardson ISD with 4th grade math and science, and she’s been teaching 4th grade ever since.

There are many factors that lead a person to a calling. For Kristi, her time spent at Good Shepherd influenced her greatly as she made her way through life. Kristi’s time spent with her tight-knit Good Shepherd community, the impact of her experiences with Signature Programs like Spanish and COE, as well as meaningful bonds formed with her many wonderful teachers, all contributed to her success and where she is today.



ALUMNI SNAPSHOT



ALUMNI SNAPSHOT

SERVING WITH COMPASSION

THE RANFURLY HOME FOR CHILDREN, NASSAU, BAHAMAS

Three hardworking members of the Good Shepherd Episcopal School community were recognized at the 2015 Popeyes Bahamas Bowl on Christmas Eve this year for their fundraising efforts on behalf of the Ranfurly Home for Children in Nassau, Bahamas.

Head Football Coach **Andy Blount**, GSES alumna and current Ursuline Academy freshman **Annmarie Melsheimer**, and current GSES Student Council President 8th grader **Annie Walker** organized an Ultimate Game Night at the school, raising \$13,000 toward the construction of a much-needed laundry facility for the children's home. The organizers of the 2015 Popeyes Bahamas Bowl, upon hearing of their efforts, offered an additional \$7,500 to complete the facility's funding. Britton Banowsky, Executive Director of the College Football Playoff Foundation and Conference USA commissioner at the time of the fundraiser in May of 2015, played a major role in securing the additional Popeyes Bahamas Bowl and Conference USA contribution.

This was Coach Blount's second time to lead a fundraising effort on behalf of the Ranfurly Home for Children. Blount's first project to help the children came after watching the inspiring coverage of the 2014 Bahamas Bowl participating football players, coaches, and cheerleaders visiting children at the home, and Blount set out to provide necessary playground sports equipment they were severely lacking. After personally delivering the equipment in February 2015, Blount planned the next project to help Ranfurly - to build a much-needed laundry facility. He drafted then Student Council Co-President **Annmarie Melsheimer** (current freshman at Ursuline Academy) and 7th grade student **Annie Walker** to Co-Chair an Ultimate Game Night event. The students were excited to get involved immediately. The idea behind Ultimate Game Night was to give both parents and their children a fun evening - parents could bring their children to the school at 6:00 p.m. to play games with coaches and teachers in a safe environment while their parents had an evening out, and parent pick-up was at 10:00 p.m. Community support was overwhelming for

Ultimate Game Night and for the Ranfurly project, surpassing the chairs' original goal of \$2,500 by leaps and bounds. The Ranfurly Home for Children project especially appealed to Annmarie who spent the first nine months of her life in an orphanage in Romania. "Unlike the kids at Ranfurly, God had a different plan for me. I was adopted into a loving family, attended GSES kindergarten through the 8th grade, served on the Student Council for four years and became Co-President my 8th grade year." While in Nassau, Annmarie and the group had the opportunity to visit the Ranfurly Home and see its facilities. Annmarie reflected, "This was a humbling experience because most volunteer opportunities do not result in an award. I volunteered because this was a chance to be able to give to kids that are in a situation that I was once in. I hope the kids at Ranfurly are able to make their own way in the world like I have and for them to help others like I have."

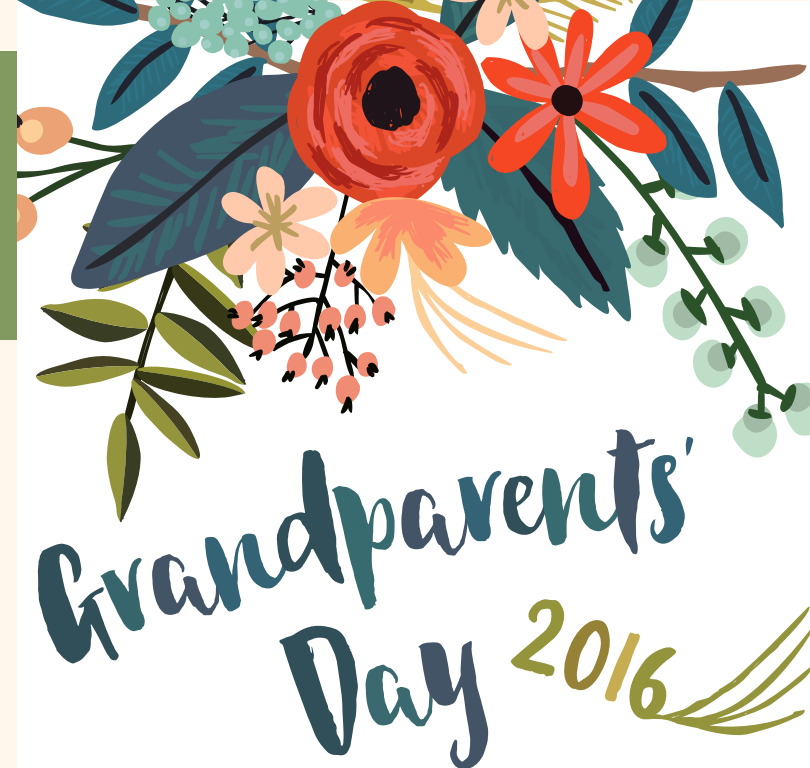
Annmarie's Co-Chair Annie Walker adds, "At Good Shepherd, we have been taught to put others' needs before ourselves. This was a great experience to raise money for the Ranfurly Home. It was rewarding to meet the kids and visit the environment in which they live. It gave me an opportunity to truly feel how we impacted their lives with the new laundry facility."

Coach Blount is no stranger to the altruistic spirit practiced at Good Shepherd. In addition to teaching at GSES for 10 years, he is a member of the GSES Disaster Relief and Recovery Team and has rendered aid to victims of Hurricane Sandy, tornado victims of Cleburne, Texas and, most recently, tornado victims of Garland/Rowlett, Texas. Blount is a proud family member of the GSES community, "We are all lifetime learners, and I have the best job in the world! It allows me to teach our students the importance of service every day, just as the GSES community has taught me, over the past ten years, how our young adults can serve with compassion at Good Shepherd Episcopal School."



“ AT GOOD SHEPHERD, WE HAVE BEEN TAUGHT TO PUT OTHERS' NEEDS BEFORE OURSELVES. ”

— ANNIE WALKER



WEDNESDAY, APRIL 20

THURSDAY, APRIL 21

Middle School

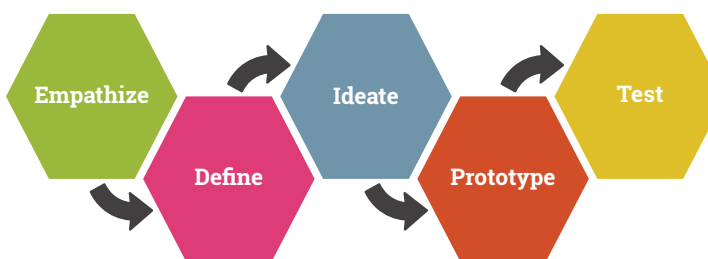
EC and Lower School

GSEDALLAS.ORG/GRANDPARENTSDAY



SUPER DADS' GOLF TOURNAMENT

SAVE THE DATE:
APRIL 28, 2016



FIRST YEAR
Educators Workshop
JULY 27 - 29

SECOND YEAR
Educators - Deep Dive
JULY 25 - 26

APPLICATION DEADLINE APRIL 15TH

MORE INFORMATION AT gsesdallas.org/dschool



Good Shepherd Episcopal School
11110 Midway Road
Dallas, Texas 75229-4118

ON TIME

April 16	Spanish Competition
April 20	MS Grandparents' Day
April 21	EC/LS Grandparents' Day
April 22-25	School Holiday
April 28	GSPO Golf Tournament
April 29	All School Spirit Day
May 26	8th Grade Graduation
May 27	Last Day of School (PreK-7th)
May 30	Memorial Day – School Holiday
May 31-June 3	Faculty/Staff Inservice

IN TOUCH



214.357.1610



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