

SUMMER 2016

LEE ACADEMY NEWS



FRENCH CULTURAL TRIP



Almost from the moment they started to study French in 2012, Kaylie Caraway, Augustine Haile and Marisol Thornberry wanted to visit France before graduation. Instructor David Deitz's passion for all things French, along with Jen Deitz's stories of her time at school in France only fueled their interest. After much discussion, planning and excitement, the five of them set off towards the end of June for their three week adventure.



For the first part of the visit each girl stayed with a host family southeast of Bordeaux. They experienced first hand French family life and learned much more French from communicating with the family members. The girls attended school, were interviewed in English lessons and saw firsthand things they had previously only encountered in a textbook. They visited the surrounding area, had a private tour of Chateau Yquem, one of France's foremost producers of Sauternes wine and also visited St. Emilion. After saying au revoir to their French families, the group headed for Arcachon on France's west coast, where they rented a typical French house. They shopped in the local markets, tasted new dishes, visited the city of Bordeaux, climbed France's largest sand dunes, ate oysters fresh from the sea and thoroughly enjoyed themselves, improving their French daily in conversation with the locals.

The final part of their visit was spent in Paris, the city of light, which thoroughly exceeded all expectations.



They stayed in a beautiful apartment in one of Paris' oldest residential areas, Le Marais, and visited all the famous sites and some less known parts of Paris. The group sampled more French food in restaurants in Montmartre and near the Arc de Triomphe and created many lasting memories. At the end of the trip the girls returned to Tampa exhausted, but already talking about going back to La Belle France one day to experience yet more.



NIGHT OF THE ARTS



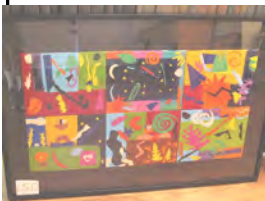
Our Town - This year saw Lee Academy's Upper School students present a moving rendition of Thornton Wilder's Pulitzer Prize winning play. *Our Town* provides a view of the everyday life of a small New Hampshire town in the early 1900s. The audience was introduced to the Gibbs and Webb families, who symbolize ordinary people representing the universality of human existence and make the human race seem worth preserving. Since staging props were minimal, the cast had to convince viewers they were seeing everything from farm animals to strawberry sundaes. They pulled this off magnificently, along with conveying meaningful messages related to making the most of our lives.

The casting was diverse, pulling students from several class groups, along with a small sprinkling of faculty. With intricate staging and a fast-paced script, the troupe had much to accomplish, which they did admirably. The actors enjoyed preparing for the show almost as much as putting on the performance itself. Their dedication to the play was evident in the quality of the performances, which were viewed by an appreciative audience of parents, students, faculty and friends. (for additional article, see page 15)



Art Exhibition

Lee Academy's lobby was once again transformed into an art arena showcasing our students' various art works and their talents, which shined brightly under the tutelage of new Art instructor, Christine Yerrakadu.



2016 GRADUATES



Kaylie Caraway joined Lee Academy in 2003 and soon established herself as a valued member of our school community. In addition to her high academic achievements, Kaylie always participated most enthusiastically in fundraising events, drama performances and music recitals. She taught dancing to a number of our younger students and has been an assistant in Science. A skilled user of Photoshop, she has been an editor of our yearbook for the past three years. Kaylie has completed more than 200 hours of service in the local community and is always willing to lend a hand. Her “can do” attitude is very much appreciated at Lee. She loves to travel and in addition to visiting many states, has also been to Guatemala, Canada, France, Italy and England and will soon be adding Greece and Spain to that list of countries.

Kaylie has successfully completed dual enrollment courses in English Composition I and II, Human Physiology & Anatomy I and II, General Psychology and Abnormal Psychology. Her senior thesis title was *Sunscreen as a Preventative Measure Against Rising Skin Cancer Rates*. She plans a career in Emergency Medicine, specializing in trauma and plans to attend USF to major in Pre-Med/Biomedical Sciences. We look forward to hearing more on this talented student.



Marisol Thornberry has been at Lee Academy since 2010, joining us for her middle and high school years. She is a very gifted student who has excelled in all subjects, whilst contributing much to our Lee Academy community. She is well respected by the faculty and her peers and is much loved by our younger students with whom she has worked for the past two years in our Early Childhood unit. She is calm, encouraging, well organized and knows how to get the best from the younger students. Marisol’s main interests are theater, music and psychology. Over the years she has appeared in several of our drama productions, including Thornton Wilder’s *Our Town*. Marisol has taken guitar lessons for a number of years, enjoys singing and performed in many of our musical events. She has participated in several major cultural visits, including New York City and our recent trip to France, where her linguistic talents were very evident. Marisol’s senior thesis was *The Negative Effects of Alzheimer’s Disease on Caregivers and Communication*. She has participated with the highest success in dual enrollment courses at USF in Psychology and Ethics. She hopes to pursue a career in pediatric speech pathology and will be attending USF in the fall. Marisol is a dedicated student who we are sure will go far.

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Samantha Lochmandy has spent her entire school career at Lee Academy and we have seen her mature over the years into an independent, free-thinking, confident young woman. She has participated in many school activities, including drama and music performances (in English and in Spanish), school cultural visits (New York and the Keys) and has been an editor of our yearbook publication. Samantha has volunteered for a number of different organizations, including working in a soup kitchen serving the homeless in Oregon, at a Junior Counselors’ Camp in California and with the general public at art related gatherings locally and in other states. She is a very creative student and enjoys music, drawing, painting, writing and digital photography. Samantha is skilled in Photoshop and demonstrated this to great effect in her senior thesis, producing a booklet of recipes with pictures for *Nutritional Psychology: How Depression and Food Affect the Brain*. She has participated in dual enrollment courses in General Psychology and Psychology & Personal Growth. Samantha is heading to the Eugene Lang College New School in the heart of New York City, where she will pursue an accelerated Masters Program in Psychology with minors in Linguistics and Philosophy. We are sure she will be a great asset to the college.

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2016 GRADUATES



Augustine Haile has been at Lee since 2010, achieving at the highest level in all subjects throughout her time with us. She has performed in several music events and drama productions, most recently in Thornton Wilder's *Our Town*, where, as always, Augustine gave a skilled and polished performance. She is a keen horseback rider and has participated in numerous competitions and events. She enjoys travelling both in the U.S.A. and abroad and has visited Canada, Germany, France and Scotland. Augustine hopes to be able to pursue her studies abroad at some point in the future. One of her hobbies is photography, an area where she clearly has talent, as shown by the beautiful photographs she took during our cultural visit to France last summer. Augustine has many community service hours to her credit from Champions for Children in Tampa and from the Florida Aquarium, where she was an education volunteer working with the general public. Augustine has participated in the dual enrollment program at USF, taking courses in Ancient History & Ethics. Her senior thesis was *The Psychology of Horse Training*. Augustine will be majoring in Anthropology in the Honors College at USF St. Petersburg in the fall, where we are sure her academic successes will continue.

Universities throughout the nation compete for our graduates, frequently offering full scholarships. Our 2016 graduates were accepted at every university to which they made application. Lee Academy graduates have been accepted at and/or attended numerous distinguished universities across the nation, including Agnes Scott, American Conservatory Theater, American University, Auburn, Bard, Boston University, Brown, Case Western Reserve, College of William and Mary, Columbia, Cornell, Eckerd, Elon, Embry-Riddle, Emory, Eugene Lang, Florida State, George Mason, George Washington, Georgia Tech, Guilford, Hillsdale, Marquette, New College, Northwestern, Oxford (England), Pomona, Pont Even School of Contemporary Art (France), Ringling School of Art & Design, Rollins, Sarah Lawrence, St. Leo, Taylor, Tufts, Tulane, University of Chicago, University of Evansville, University of Florida, UNC Chapel Hill, University of South Florida, University of Nebraska, University of Tampa, Vassar, Virginia Tech, Wilkes and Wooster.

DUAL ENROLLMENT

Integral to the educational philosophy of Lee Academy is the belief that introductory college-level academic and social experiences are essential to an advanced and well-rounded college preparatory program. For this reason, Lee Academy Upper School students are encouraged to participate in our Dual Enrollment Program with area colleges. In order to qualify for college-level classes, students must demonstrate a high degree of self-discipline and responsibility, especially in the areas of time management and self-directed learning. Students must also achieve mastery level in subject-appropriate areas. Participation in the program significantly enhances the high school experience for Lee students and better prepares them for success in college. Participants enjoy the advantage of higher level courses, specialized faculty, extended facilities and laboratories. Dual enrollment uniquely exposes students to a wider academic world and provides the opportunity for both academic and social interaction. Students may enroll in college level core academic subjects, however, they are also encouraged to explore individual interests. Kaylie Caraway, Marisol Thornberry, Samantha Lochmandy and Augustine Haile participated in the following dual enrollment classes at area colleges during the 2015-2016 school year, receiving excellent grades in all classes.



Human Physiology & Anatomy I and II, Abnormal Psychology, Ethics
General Psychology, Ancient History, Psychology & Personal Growth.

A L U M N I



Claire Winters ('92) graduated from the American Conservatory Theater and has played numerous roles on stage and screen in New York and Hollywood. She also writes, teaches acting workshops and co-founded *Brains of Minerva*, an online lifestyle resource for professional actors. Claire also volunteers for literacy causes.



Brian Dudley ('99) holds a PhD in Genetics from Case Western and a Juris Doctor from American University. He is presently an associate at a law firm in Washington, D.C. in the Biotechnology/Chemical practice group. Brian has authored publications on stem cell biology, genetics and molecular biology.



Jimmy Chang ('93) holds an MA degree in Mathematics and Theatre from Eckerd College and is Dean of Mathematics at St. Petersburg College. He received the Distinguished Teaching Award from the Mathematical Assoc.



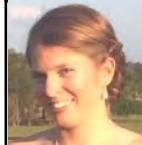
Melissa (Ratcliff) Champagne ('00) holds a Juris Doctor from Boston University Law School. She moved back to the area and is now President of Community Law P.A. in Palm Harbor.



Dan Guy ('95) earned his BA in Information Technology from Wilkes University. He is founder and Chief Technology Officer at Clutch Holdings and was named 2014's Startup Tech Star by the Philadelphia Business Journal.



Philip Dudley ('00) holds a Bachelor's Degree in Economics from George Mason and works as a Compliance Analyst in Pendleton, South Carolina.



Sally Moore ('01) – earned her PhD in School Psychology with specialization in Early Childhood from the University of Florida. She is now a School Psychologist in the Hillsborough County School System and a postdoctoral resident at Tampa Bay Testing.



James Thoms ('97) holds a Master's degree in History from the University of South Florida and is working for a testing company in Tampa.



Amanda Leaders ('01) graduated with honors from USF with a BA in English and earned a Master's degree in Medical Science from the College of Medicine at USF.



Chaz Preston ('99) is a PhD Candidate at the Un. of Chicago and a Fellow in the Martin Marty Center. He has several published works, presents his papers at academic conferences and completed a Fulbright-Nehru Project on Sanskrit Dramas.



Lee Hildebrand ('01) – holds Masters degrees in Management (USF) and Teaching (Belmont) and is Salesforce.com Developer at Parallon Business Solutions in Nashville, Tennessee.



Leo Bermudez ('99) earned his Bachelor's Degree in Nursing while serving with the United States Army. Presently a 2nd Lt. stationed in San Antonio, Texas, Leo served two tours in Iraq.



Jennifer Field ('01) graduated from USF with a BA degrees in Education and Mass Communications. She is ACH Client Advocacy Manager at JP Morgan/Chase in Tampa, but plans to teach Kindergarten.



Chris Thoms ('99) earned his BS in Physics (USF), then joined a local engineering firm. He is now pursuing his Master's degree.



Jake Zydek ('01) holds a Bachelor's degree in Biology from the University of South Florida, where he is presently working toward his Master's degree.



Chintan Thakkar ('99) earned his MS in Computer Science (USF) and is a senior software engineer, mobile applications architect and Co-Founder and Managing Member for Object Lounge's Empower Network in Tampa.



Becky Preston ('02) holds a BA in Psychology and Early Childhood Education from National-Louis University. After working as an early childhood teacher in Chicago, Becky returned to Tampa and is teaching young children with special needs.

U P D A T E



Katherine (Field) Johnson ('03) earned her PhD in Discrete Mathematics at the University of Nebraska and is an Assistant Professor on the faculty at Florida Gulf Coast University. Prior to joining FGC, Katie was a Monroe Scholar in Mathematics at William & Mary, a recipient of the Jack Kent Cooke scholarship and an intern at the National Security Agency.



Erin Derrick ('06), graduated from Hillsdale College in Physics and is an EOS Tabet Fellow finishing her doctorate in Geophysics at the University of South Carolina. Her seismology research has provided essential information for planning emergency responses to earthquakes in South Carolina. Erin also initiated a science outreach program for local elementary schools.



Julie Zydek ('03) earned her Bachelor's degree from the University of South Florida and is working as a Hydrogeologist at the Southwest Florida Water Management District.



Jenna McCulloch ('06) holds a Bachelor's degree in Political Science and a Master's degree in Government and International Relations from USF.



Kathy Thoms ('03) graduated *summa cum laude* with an MA in Secondary Social Science Education at USF and is teaching in Tampa.



Melanie (Ratcliff) Perdue ('06) graduated in Fine Arts from Ringling and is a photographer. She lives and works in Portland, Oregon.



Sarah Grimme ('03) holds a BLA from New College and a JD from Stetson Law School. She is now a Grants Specialist at the University of Florida. Sarah was previously a Development and Policy Associate with a non-profit community development institution.



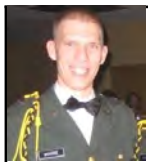
Adrian Errico ('07) graduated *summa cum laude* from USF in 2011 with a Bachelor of Fine Arts/Digital Video & Electronic Media. Adrian also earned a scholarship to the Pont Aven School of Contemporary Art in France. She is now studying for her Masters at FSU.



Jenna (Leitao) Bullard ('04) earned a BA from the University of Rhode Island in Psychology, following a year of study at Oxford (England). Jenna returned to Tampa, where she is Manager of Marketing and Strategic Development at CoreRx, a pharmaceutical formulation company.



Brendan Collett ('07) graduated from USF with a Bachelor's degree in Public Relations. He recently married and is Assistant Vice President Citibank's AML Operations.



Spencer Moore ('04) majored in Journalism in the University of Florida's ROTC Program. He is serving in the Army, having completed advanced training at Fort Carson.



Jeremy Evans ('07) graduated with a BA in Neuroscience and Psychology from New College. He is a Marketing Account Executive and lives in Boulder, Colorado.



Katie Cox ('05) earned her BA in Finance at FSU and an MBA from Virginia Tech. She is a Strategy Analyst at Delta Dental in Virginia.



Nicolas Stemm ('07) earned his Bachelor's degree in Computer Science at the University of South Florida. He is now working independently as a Mobile Application Developer.



Avirut Thongsuriyapong ('05) is working as an engineer in his home country of Thailand, after completing his BS and graduate work in Engineering at Cornell.



Andrea Williams ('07) holds a BA in Economics from Bard College and is majoring in Chemical Engineering in graduate school at Columbia University.

M O R E A L U M N I



John Kluwin ('07) earned his MBA in Management and Entrepreneurship at Rollins College's Crummer Business School and is presently CEO at Clean Footprint, a renewable energy company.



Olivia Harries ('11) received her Bachelor's degree in Media Studies and Anthropology from Vassar, where she still holds three swimming records. Olivia was immediately hired by Trader Joe's corporate office and just completed a 10 day business trip to Japan, Singapore, Jakarta and Manila.



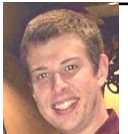
Matthew Gil ('07) earned his BA in Mass Communications and Political Science at USF, where he was Associate Director of Marketing for the Student Government. He recently started his own copywriting and marketing strategy business, MGilCreative.



Erik Fink ('11) is finishing his senior year at Tufts University, concentrating on Cognitive and Brain Sciences. Last summer, he worked at Harvard as a teaching assistant with Digital Media Associates.



Tedder Bridges ('08) is presently a Sergeant in the 82nd Airborne Division and served two deployments in Afghanistan.



Joseph Alford ('11) graduated with a 4.0 majoring in Economics at the University of Florida. His intention is to pursue a law degree.



Tung Bui ('08) completed his Master's degree in Business Administration at St. Leo University and is working on a second Masters in Cybersecurity, Tung is also working as a business manager for a medical office in Tampa.



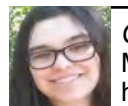
Nghi (Nguyen) Tong ('11) graduated with a 4.0 from USF with a BS in Finance and was named the King O'Neal Scholar. She still found time to get married in 2015.



Harrison Gross ('09) holds a BA in Writing from Columbia University, where he is pursuing a graduate degree in English. Harrison founded a charity-focused poetry & music publisher called Sphirah and has authored several poetry chapbooks.



Jonathan Jones ('12) is in the Honors College at USF, where he is majoring in Interpreter Training for Sign Language. He intends to pursue a Master's degree in that field.



Cara Shields ('12) earned a Bachelor's degree in Microbiology from the University of Tampa and is headed to Emory University in Atlanta to work on her PhD in Cancer Biology.



Colin Pritchard ('10) is at Clemson, completing his degree in Mechanical Engineering. During the summer, he works as an intern at Jabil Circuit.



Manuel Thornberry ('12) earned his Bachelor's in Chemistry at USF, working in the lab of Dr. Li-June Ming. He has been accepted into the doctorate program at Georgia Tech.



Greg Sinadinos ('10) earned his Bachelor's degree in English from Florida State and intends to pursue a law degree and is working as a Legal Process Manger. Greg is the author of *Fiction and Fantasy* and is completing a new series, *Echo of Eos*.



Meghan Kelley ('12) is completing her final year at the University of South Florida and is studying Sociology.



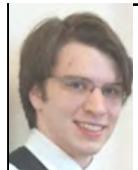
Orion Brader ('10) is majoring in Biology at St. Petersburg College and intends to pursue graduate studies. He also teaches science projects for "Mad Science."



Alexandria Sinadinos ('12) is completing her senior year at Florida State University, majoring in Marketing and headed toward law school.



Joshua Joseph ('13) completed his sophomore year, majoring in Education and is deciding whether to complete his studies in New York or Tampa.



Jerry Jones ('11) will graduate from the University of Florida this fall with a Bachelor's degree in Information Systems and Operations Management and minor in Computer Science. Jerry will be interning this summer with the Tampa YMCA.

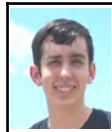


Carter Pugliese ('14) chose to stay in Tampa and just completed his sophomore year studying Cybersecurity.

ABOUT LEE ACADEMY



Aaron Ortiz ('14) is finishing up his sophomore year at Georgia Tech, majoring in Computer Science with focus in devices and intelligence threads. He is also a Teaching Assistant in the Data Structures and Algorithms course and will be interning with Google this summer.



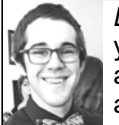
Nicholai Babis ('15) completed his freshman year at Vassar, double-majoring in Political Science and German, with a minor in Arabic. He will be working with the Duke TIP programs at Davidson College this summer.



Othman El Alaoui ('14) is studying for his Bachelor's degree in Science in Rabat, Morocco.



Han Nguyen ('15) completed her freshman year at HCC with plans to transfer to USF for a career in pharmacy or nursing.



Lukas Harries ('15) completed his freshman year at Vassar, majoring in Biochemistry. He is also a member of their swim team, competing as part of the 200 yard freestyle relay squad.



Alexander Strid ('15) completed his freshman year at USF St. Petersburg, majoring in Graphic Design. Alex was asked to be a staff member with TFW2005 and posts up-to-date information on transformers.



Donovan Bottini ('15) completed his freshman year at St. Leo University, majoring in Homeland Security and plans on becoming a forensic psychologist when he graduates.



Phong Tran ('15) completed his first year at the Massachusetts College of Pharmacy & Health Sciences, majoring in Pharmacy.

SENIOR CAPSTONE PROJECT

Lee Academy's Senior Capstone Project is an independent research project that students undertake during their senior year. It demonstrates the organizational, research, leadership, written and oral communication skills gained over the past four years and showcases the student's readiness for college level processing and synthesis. Working under the direct supervision of the Project Coordinator, students determine a topic for exploration and identify a member of the community, an expert in a relevant field, to serve as a mentor. With the assistance of their mentor, students commence with the research, writing and creation of a product that satisfies an identified need or solves a current problem. The students complete the project by creating portfolios and revealing their findings in a 20-minute presentation to family, faculty, students and mentors.

THE MISSION OF LEE ACADEMY

Lee Academy was founded in 1983 to provide an education program for gifted and talented children, a group not adequately served by private or public schools in the area. Our program is designed to promote emotional and intellectual growth, helping each individual achieve his or her potential from pre-kindergarten through high school. To achieve this level of excellence, Lee Academy's approach incorporates small classes (10 students or less), an outstanding faculty, a non-institutionalized lakefront campus, frequent field trips and an atmosphere of trust, with the following program cornerstones:

- A *GIFTED CURRICULUM*, expanded and strengthened beyond the required college preparatory platform, with a variety of stimulating electives, research programs, fine arts, field trips and university dual enrollment.
- *FREE ACCELERATION*, where each child is allowed to progress at his/her own speed instead of adhering to the curriculum and learning speed of a chronological age group.
- An emphasis on *SELF-DIRECTED LEARNING*, with students developing their abilities to make decisions, solve problems, utilize resources and achieve higher level thinking.
- A strong *GUIDANCE & COUNSELING* presence from primary level through high school.
- A *GLOBAL APPROACH* to education, with each student encouraged to learn foreign languages and look at the world in a more holistic sense.

COMPUTER & CLUBS

COMPUTER

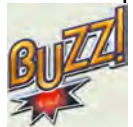
The *LS E* class enjoyed working on projects using Adobe Photoshop, learning how to manipulate photographs in a number of different projects. They also spent time using Microsoft Excel to develop spreadsheets and display data in various formats. The *LS F*'s spent much of the year learning to create websites using HTML and CSS programming. Their final project, a website of their own design, yielded some very fine work with plenty of creativity. The *LS G* and *US A* groups expanded their knowledge of HTML and CSS the first half of the year, then started exploring JavaScript by programming web-based games. Each student seemed very pleased with the results.

In the *LS A-D* computer classes, students found that computers are tools for scholarship and creativity as well as entertainment. Programming through Code Academy was the focus for much of the first semester studies in all levels. Code Academy teaches creative problem solving and algorithmic thinking in an accessible manner to students. Academic classes were enriched by taking advantage of the excellent educational programming now available. And of course, everyone learned the responsible sourcing of materials and research using the Internet.

Having a dedicated class for computers allows science and social studies projects to be integrated with ease. Word processing, typing skills and graphic programs such as Paint are studied by themselves, but also used to produce assignments. For example, the science fair was an excellent time to practice graphing and the morning market spending was recorded in spreadsheet software. Projects such as *LS A/B* "Our National Parks" and the *LS C* "Space Objects" were completed entirely during computer classes. *LS D*'s maintained a conversation with their pen pal class in Berlin, Germany.

ELECTRONICS CLUB

Open to students in classes *LS E* through *US A*, the Electronics Club worked on various projects, including electronic circuitry; making a night light that will turn on when it is dark; playing music through use of integrated circuits; creating a robotic hand that can be programmed for actions or run by a joystick; and undertaking some truly noisy projects with buzzers!



YEARBOOK

The yearbook staff chose to use a Dr. Seuss inspired theme for 2015-2016 - "Oh, the Places We've Been!" After taking photographs throughout the year and editing them using Photoshop, the staff put together an impressive-looking tome. The students truly demonstrated the teamwork and attention to detail required to put together an excellent yearbook.



MAGAZINE/WRITING for PUBLICATION

The class continued working with the creative writing portion of our curriculum and gathered and edited pieces by each student in the school. Additionally, they collected art work from each student and worked on layout and editing skills to produce the *Cacophony* magazine.

CHESS CLUB

During the first half of each weekly Chess Club meeting, instructor Harrison Givens demonstrated key fundamentals that young aspiring chess players should master. The club also reviewed matches of world champions and asked questions about what would happen if other moves were played. The students then played games against each other and learned how to keep a record of the moves. Their moves were analyzed and enthusiastically reviewed, with everyone becoming stronger players by the end of the school year. More importantly, however, they had fun and absorbed attributes that chess enhances such as visioning, planning and probability.

EARLY CHILDHOOD

Our Early Childhood classrooms are unique in that we have the ability to blend together on studies and activities. We also have the freedom to move between rooms to meet each child's academic and social needs.

YOUNGEST EARLY CHILDHOOD CLASS

Lee Academy's youngest Early Childhood class enjoyed a year of building skyscrapers and igloos, creating habitats, growing a garden, traveling through Van Gogh's paintings and investigating through science projects. While exploring our many study areas, students deepened their understanding of emerging academic skills as they became secure contributors to the class. Through research folders to dramatic play, the children were architects, animals, growing plants and even construction equipment. They jumped into each unit with eagerness and enthusiasm. Days were spent with their friends painting outside, interviewing children from DC during snowstorms, observing ladybugs and caterpillars, and running a hotel in the mud kitchen. The year culminated with a field trip to downtown Tampa. Students spent the day in the Glazer Children's Museum, launching the museum's new Daylab while writing a one-of-a-kind fairy tale and sketching the city skyline from the top floor of the museum. Through meaningful and thoughtful experiences, Lee Academy's youngest class has grown into dedicated and thoughtful students who stand independently and impress daily!

OLDER EARLY CHILDHOOD

The older children in the Early Childhood program launched into a year-long study of architecture, construction and deconstruction. They began the year poring through books that featured different types of buildings and the purposes of those buildings. Their first field study was visiting the Octagon Center of the Arts to view art work of Caroline Karp and study the architectural design of their unique building. The children then became architects in the block area. They had a problem to solve. How to build an apartment using the same number of blocks as the letters in his or her name. Some of the buildings were tall and skinny, others were wide. Each child was asked to tell about his/her design. Next the children designed his/her favorite building. They drew the building several times using different art media and even wrote about the building and its specific purpose. Children then worked with local artist Caroline Karp to create a large collaborative art mural that depicted each of these special buildings in a skyline. After this it was time for a field study to downtown Tampa to see the skyline. While looking out of the window of the Glazer Children's Museum, the children sat and drew their own skylines. An at-home family assignment was to build a 3-D model of the building that he/she had been designing. Back in the classroom, the children built roads and set up a city in the block area. Each day a different child was the city planner. The city included a Paris Apartment, Boston Hospital, New York City Hotel, China Building, 015 Bird Street, Flower Hotel, Sina Tower, Skyscraper and Temple of the Gods.



While the children are happily engaged in the study, they are also reaching their academic goals which are independently focused for each child. The older children work through the following academic programs: Junior Great Books, Starfall Phonics and Singapore Math.

Experiential Learning, in which children acquire knowledge by doing and via reflection on their experiences, is full of movement, imagination and self-directed play. Yet such learning is increasingly rare in today's early-childhood classrooms, where many young children spend their days sitting at tables and teachers draw a firm line between "work" and "play," restricting kids' physical movement. A University of Virginia study released earlier this year found children today are spending far less time on self-directed learning—moving freely and doing activities that they themselves chose—and measurably more time in a passive learning environment. At Lee, experiential learning is the norm. not the exception!

L O W E R S C

MATH

The **LS E** class started off the year with whole numbers, algebra and statistics, then looked into graphs and activities of different groups. This led into a unit on decimals and fractions, followed by ratios, proportions & percents and a unit on measurements and geometry. Along the way the class worked on function machines, probability and graphing. They were able to choose their own computer project on statistics. The final unit had the students building 3D images.

The **LS D** group studied a geometry unit on shapes, from triangles and parallelograms to circles and trapezoids. Students then studied expressions with variables, ratios and proportions, learned about the properties of different angles and types, then moved on to negative numbers, exponents, order of operations and coordinate planes. They challenged the Upper School A students to a giant game of coordinate plane Battleship and successfully sank more battleships than the older students. This group also sold drinks to raise money for PE program equipment.

The **LS C** class started with multiples and factors, leading into double digit multiplication and division. They learned the use and importance of tables and graphs. Acting in an “Angles Play” in the Winter Performance, they displayed how to create angles and measure angles up to 360 degrees. In the Symmetry unit, the students created symmetrical figures out of construction paper. The class also learned new content such as negative numbers, order of operations, exponents, solving equations with variables and plotting points on a coordinate plane.

LS B students learned the basic functions of multiplication tables and division with remainders. They worked with standards and conversions, first with money, then with measurements of the metric system and U.S. standards. Next they looked into the basics of forming fractions and ventured into geometry, measuring the area and perimeter of different shapes.

The **LS A** group started with the basic formation of numbers, addition and subtraction before getting into hard borrowing. They learned how to use a tape measure in both the metric system and the U.S. standard system. The children took an adventure around the room to find and measure different objects. They learned the basics of multiplication and division, then took on simple geometry with a small trip around the campus to understand the concept of different shapes and patterns.

SOCIAL STUDIES

LS D Students learned how Florida played a significant part in American History. A field trip to Cracker Country provided the opportunity for students to act as guides to Florida’s rural past and they created The Cracker Games as a way for younger students to understand the lives of pioneer Floridians. Through creation of fictional businesses, students learned economic concepts such as investing, managing a business and marketing. Favorite projects included Burgert Brothers Photography, Time Travel, a Virtual Downtown Scavenger Hunt and a visit to the Tampa History Museum.

LS C was a year of discovery, as students followed the need for freedom, knowledge and power from the Old World of Europe to the New World of the Americas. They explored cultural, economic and political influences on the United States. They learned about cartography, steam engines and other technology which contributed to the United State’s growth. Students were able to make history personal when aided by creative projects such as a Colonial “Tea” Party, Pirate Businesses and Origin-Story Telling. Longer term assignments required writing and independent thinking, while current events projects helped teach analysis and perspective.

The **LS A-B** curriculum is intended to help students have a perspective of time from ancient to modern as well as have a strong foundation in world geography and cultures. A field trip to rural pioneer Florida was contrasted by a visit to diverse and comparatively metropolitan Ybor City. Our year long “Where in the World and Time” postcard project reinforced the skills of geography and explored other languages and other cultures. Each student worked with an elder to prepare a family dish and explore his/her family heritage. Students also contributed to our Community Responsibility Quilt and created comic books to show personal superpowers like bravery and honesty.

H O O L A - E

SCIENCE

The *LS D and E* classes began the year learning similarities and differences among the diverse organisms on Earth. This led to their understanding of what a paleobiologist needs to know when digging up fossils. Using problem-solving skills and patience, teams were able to determine if their “find” was an actual dinosaur bone. Students then studied the microscopic world of atoms and elements and used “spy” skills to determine the type of bonds in the hands-on “James Bond” lab. They finished the year learning how to design their own insulated cup based on their new knowledge of matter and heat.



The *LS C* students focused on improving skills as a scientist, working together and using tools. They studied the breadth of Life Sciences, from researching and creating their dream biologist job to conducting experiments in class with planaria flatworms. In Earth Science, students recreated Galileo’s observations of the moons of Jupiter and acted as guest lecturers at a geology conference. Cross disciplinarily, math was integrated as often as possible, and students used language arts skills for projects like writing biographies of scientists they admired. The Science Fair project allowed students to explore a topic they were most interested in while learning a more rigorous process of inquiry and executive skills.

Experimentation was the most important part of the *LS A and B* science classes. By using hands-on activities, students were exposed to concepts of forces, energy and matter. Our garden was utilized as a source of observational wealth and sensory pleasure throughout the year, whether learning about decomposition of dead things or reproduction by live things. Geology, ecology and weather became more clear by working outside and engaging with the environment. Students measured in terms of various units and created diagrams which explained their thoughts. They also started taking notes in their Scientist Notebook, practicing good communication skills and learning to use tools such as microscopes.

LANGUAGE ARTS

The Lower School Language Arts program consists of interpretive reading, literature selections (fiction and non-fiction), grammar lessons, spelling, writing and handwriting. The Junior Great Books program is designed to help students find deeper connections and meanings in texts while identifying new ways of exploring issues and solving problems. Another important skill is being able to understand the importance of respectful discussion and listening to other people’s ideas and opinions. The stories are selected for their ability to support multiple interpretations and encourage thought-provoking discussions. The *LS A* group began with the Read-Aloud Series and learned to answer interpretive questions. Later, they learned how to find evidence in the story for their ideas. In addition to the above, *LS B-E* students also developed writing skills, creative, persuasive and evaluative.

The Group Literature program enables students to identify literary components such as climax, protagonist and character development within a literature selection. Examples of what the *LS A-B* students read were, *Ballerina Dreams*, a biography selection, and *Cam Jansen and the Mystery of the Dinosaur Bones*, a mystery. The *LS C’s* read *The Green Book*, a science fiction story that accompanies the “Journeys and Destinations” curriculum published by the College of William and Mary. They also read *Catwings*, *Sarah Plain and Tall* and a non-fiction biography, *Who is J. K. Rowling?*

The *LS D* group read *Number the Stars* and excerpts from *The Wind in the Willows*. *Shiloh* was a selection that showed human nature at its best and worst. Through the eyes of the main character, Marty, students experienced what it is like to work out problems and hardships. The *LS E* students read *Dragonwings* and learned about Chinese immigration to California in 1903. The book *Listen* was especially enjoyed because of the interesting plot line and symbolism. Students had to defend the title of the book by writing a persuasive essay and presenting it to their classmates.

All Lower School students study grammar, with curriculum books written in story format making the concepts fun to learn. The parts of speech, parts of the sentence, phrases and clauses are included in all levels. Spelling lists are taken from *Spelling Plus* which is based on words that have been determined to be misspelled most frequently.

F O R E I G N

Today's society is indeed an educated, sophisticated one and we must all be prepared to accept and meet the challenges, changes and opportunities of that erudite community. Having more than one window open to this vast universe, the student who speaks, reads and writes more than one language can broaden his/her perspectives and horizons and, in this way, truly better the society in which he/she lives. By studying a foreign language and living in or visiting a foreign country, by welcoming foreigners into our homes and exchanging our students with those in foreign lands, we can promote international understanding and friendship, which are so very important in our fast-shrinking world.

French

In their first year of French the *US B/C's* learned to understand and talk about family, friends, hobbies, pets, school, home, food and drink. They visited IKEA.fr online and designed and furnished their own bedroom according to their personal tastes and preferred color schemes. They also enjoyed a French breakfast with croissants, jam and hot chocolate and went shopping for the ingredients to create their own lunchtime picnic. Following their visit to France last summer the *US E's* have used their spoken French much more extensively and conversed on a wide range of topics with knowledge and confidence. The students are looking forward to their next visit to la belle France!



German

The *US D* students completed their third year of German. This year's topics included visiting foreign countries, planning activities as a tourist, health and fitness, visiting the doctor or dentist, shopping for clothes, talking about fashion, giving directions to various locations in town, travel and transport and caring for the environment. Each student presented his/her own ideas for a possible school uniform for Lee Academy students. Very colorful but totally impractical might sum up the suggestions! They also read a "whodunit" crime novel in German, having to wait until the end of the year to discover the answer to that question.

Latin

The National Latin Exam was taken at four different levels this year by students from *US A, US B, US C and US D*. Seven achieved awards for their performances including one gold and four silver medals. One student from USA excelled with the rare achievement of a perfect score and deserves special congratulations. Well done to everyone who took part.

Why Latin? According to author and classical education enthusiast Dorothy Sayers, learning Latin helps in the following ways:

- ◇ It Demystifies English Grammar - Despite never learning proper English grammar, Sayers was able to write and speak far better than others who did. This she attributed to her knowledge of Latin grammar, which is much less confusing and more structured than that of English.
- ◇ It Boosts Vocabulary - According to Sayers, "Latin is the key to fifty percent of our vocabulary-either directly or through French and other Romance languages. Without some acquaintance with the Latin roots, the meaning of each word has to be learned and memorized separately."
- ◇ It Lays the Foundation for Other Languages - Because it is at the root of many popular modern languages, learning Latin first greatly reduces the time investment for other languages. Sayers attests that her knowledge of Latin enabled her to learn Italian in a relatively short amount of time – as an adult!
- ◇ It Sheds Light on Literature - On this point, Sayers notes, "The literature of our own country and of Europe is so studded and punctuated with Latin phrases and classical allusions that without some knowledge of Latin it must be very difficult to make anything of it."
- ◇ It Boosts Comprehension - Such is particularly true when it comes to word derivation. As Sayers implies, a knowledge of Latin would instantly allow us to recognize how our understanding of such modern catch phrases as "civility" and "justice" are rather flawed.

LANGUAGES

Spanish

Conversation and interaction continued to be the primary focus in another wonderfully successful year. Students at all levels improved their comprehension and ability to communicate, while also displaying their musical talents in class as well as in performances.

Early Childhood classes enjoyed singing songs, learning new vocabulary and making basic sentences. They are now able to follow directions in Spanish and answer simple questions. The LS A/LS B group performed new skits in class, including puppet skits, which they enjoyed very much.

The LS C group had the opportunity to read their first Spanish novel “Las Aventuras de Isabela” and proved to be avid readers. The LS D and LS E students did a great job answering comprehensive questions about the books they read and other topics covered in class. They also performed skits for the Spanish novels they reviewed.

The LS F’s acquired additional vocabulary and grammar concepts. They also did a fantastic job performing a Spanish Christmas skit “*El Espíritu de Navidad*” during the Winter Performance. The LS G/US A classes really enjoyed the food chapter and had an opportunity to create their own menu and restaurant, as well as write their own skits.



The US B students continued to widen their vocabulary as well as study pastimes, pets, Hispanic family cultural traditions and people descriptions. The US D and US E groups had the opportunity to enhance their comprehension and listening skills by watching various videos of native speakers and listening to authentic Spanish songs. The US D’s completed a video series named “Pura Vida” which pertained to a group of young college students from various Hispanic countries who were living in Costa Rica.

The US E class had the opportunity to learn about famous Hispanic artists and gain a better understanding of their artwork, including a virtual tour of the museum “La Casa Azul.” In November, students from LS D through US A learned about the Kuna Indians of Panama and Colombia and their art - *Molas*. Afterwards, they did their own representations of Mola Art. The LS E and LS F groups each wrote poems in Spanish about their *Molas*.

In December, students in LS A,B,C and D, went to Centro Asturiano de Tampa to see the an amazing interactive dance and music performance. This authentic, multicultural experience presented contemporary and traditional aspects of Hispanic culture to students of all backgrounds. In an April “*Music in the Afternoon*,” Spanish music was performed by Reagan Farmer, Sam Carlin and Sebastian Babis (violin), Jackson McMillan and Jesse Popover (guitar), Connor Sperduto (cajón - a percussion instrument), Chandler Couture (los palitos - a percussion instrument) and Nathan Hector (cabasa - a percussion instrument).



Also in April, students in Lower School A, B, C, D and E went on a Spanish/Social Studies field trip to Ybor City, where they visited the Ybor Museum and toured the “*casitas*,” restored “small houses” built 100 years ago for Spanish and Cuban cigar factory workers and their families.



In May, during the time of the Mexican holiday Cinco de Mayo, students from LS C through US A learned about Amate bark paper paintings made by the Nahua Indians of Mexico. Afterwards, they were able to make their own versions.

The Hispanic Heritage Event as well as the Cinco de Mayo Event this year were both celebrated with wonderful student performances including songs, dances and skits. There was also a tasty luncheon on both occasions. Various students played instruments.

LANGUAGE ARTS

This year has been full of learning opportunities of every type imaginable for each of the English classes *LS F-US E*. They began the year with Summer Reading. Vocabulary was a central part of our study with weekly lessons and periodic tests and reviews while Independent Reading offered students the chance to read 8-10 additional novels or plays throughout the year according to their level of study. *US F & G* along with *US A* read works from various genres to expand their own reading interests, *US B & C* (American Literature) focused on works written by American authors, *US D* (British Literature) focused on works written by British authors while *US E* (AP Lit) focused on modern World Literature novels. Each novel in *LS F - US A* was accompanied by an assignment, creative and/or written, that allowed the student to analyze and discuss the novel. Students in *US B - E* completed intensive Book Note assignments outside of class and completed a 40-minute timed writing essay in class.

LS F: The first semester was spent in a very detailed grammar study of the various parts of speech as well as sentence structure. During the second semester, the class moved on to composition of introductory paragraphs with correct theses, conclusions and longer single body paragraphs to complete five-paragraph essays. They also read the novels *Crispin* by Avi, *Seedfolks* by Fleischman, *The Boy in the Striped Pajamas* by Boyne and *The Diary of Anne Frank*, accompanied by a field trip to see a production of the work at the Francis Wilson Theatre in Clearwater.



LS G/US A: The first semester was spent in a very detailed grammar study picking up where they finished the previous year and focusing on using grammar skills for literary analysis and composition. The class focused on the advanced writing of the five-paragraph essay to include both literary and expository formats. During the second semester students read a variety of short stories by various authors. They also read the novels *The Outsiders* by Hinton, *The Chosen* by Potok and *To Kill a Mockingbird* by Lee.

US B & C (American Literature): The class focused on poetry, short stories, non-fiction and novels reflecting the early cultures of the country as a foundation for future study of more modern literature. Major works studied included *The Scarlet Letter* by Hawthorne, *The Great Gatsby* by Fitzgerald, *Tuesdays With Morrie* by Albom and *A Raisin in the Sun* by Hansberry.

US D (British Literature): This group focused on poetry and major works reflecting the early cultures of Great Britain and the United Kingdom as a foundation for future study of more modern literature. Major works studied included *The Curious Incident of the Dog in the Night-Time* by Haddon, *Lord of the Flies* by Golding, *Beowulf*, *The Canterbury Tales* by Chaucer and *Murder in the Cathedral* by Eliot.

US E (Advanced Placement): The Advanced Placement English Literature and Composition class focused on the rigorous national curriculum for the Advanced Placement test given in May which can grant college credit for English Courses. This includes an intensive study of style analysis, poetry, short stories, novels and plays from throughout the world and for each time period. Major works included *How To Read Literature Like a Professor* by Foster, *The Hour I First Believed* by Lamb, *The Pearl That Broke Its Shell* by Hashimi, *Medea* by Euripides and *As I Lay Dying* by Faulkner. Students also spent a significant amount of time this year focusing on their Senior Capstone project which is a culmination of all of the skills they have learned throughout their years in school (see page 7). This year's projects ranged from a guidebook for the caretakers of Alzheimer's patients to better communicate with the patients and help maintain memory to a cookbook of recipes that features ingredients designed to increase serotonin in the brain.

As always, we look forward to a new year of exciting curriculum developments. Summer Reading packets will be passed out to all students and they should be reading and working on projects throughout the summer.

T H E A R T S

MUSIC

This year, the Lower School A - E students studied a variety of musical techniques. They learned about singing in a round, or what is also called a perpetual canon. The songs came from international backgrounds, both language and culture: West Africa (Funga Alafia) and Hebrew (Hene Ma Tov). The LS D & E learned how to sing in harmony, supporting the LS A, B C's during the winter performance. Ear training and recognition of famous instrumentation music was a big focus this year. LS A/B/C students were soon able to make distinctions between Jazz, Classical and Modern Music. Songs included *Take Five* by Dave Brubeck, *Rhapsody in Blue* by Gershwin, *Night on Bald Mountain* by Mussorsky and *In the Hall of the Mountain King* by Grieg. A visual experience was added to this when the students created images they felt the musical pieces represented. LS D/E students worked on time signatures and wrote their own rhythmic composition.

ART

This year, Expressive Arts were introduced to Lee Academy. The Expressive Arts are defined as having emphasis on the process of creating art rather than just the final product. This makes for a relaxing and focused frame of mind and atmosphere for the students creating art. The Lower School studied Picasso, Matisse, & Kandinsky, focusing on color and shape and creating abstract images using a variety of mediums. The Lower School A/B students enjoyed using watercolor and acrylic paints, and the entire Lower School enjoyed using oil pastels. The Upper School spent a lot of time with clay, sculpting images from famous paintings, as well as creating their own unique 3D pieces. The Upper School also studied Art History, analyzed the famous writing of Susan Sontag, *Against Interpretation* and read *Ways of Seeing* by John Bergerand, learning to analyze and criticize Western Art.



THEATER



The annual Night of the Arts, held on Friday and Saturday, April 1st and 2nd, featured the performance of Thornton Wilder's most popular play, *Our Town*, directed by John Hendrix and Ben Sperduto (more pictures on Page 1). *Our Town* appeared on Broadway in 1938 to wide acclaim and won the Pulitzer Prize. From the very beginning, *Our Town* has been produced throughout the world attesting "to its being something much greater than an American play: it is a play that captures the universal experience of being alive." (Donald Margulies in the foreword to *Our Town*)

Our Town explores the relationship between two young Grover's Corners neighbors, George Gibbs and Emily Webb, whose childhood friendship blossoms into romance, then culminates in marriage. When Emily loses her life in childbirth, the circle of life portrayed in each of the three acts - growing up, adulthood, and death - is fully realized, and with the birth of her child, begins again.

Wilder offers a mostly bare stage as the backdrop for an exploration of the universal human experience led by the Stage Manager and his ever-present clipboard of stage directions, life's instructions and tales of the community. The simple story of a love affair is constantly rediscovered because it asks timeless questions about the meaning of love, life and death. In the final moments of the play, the recently deceased Emily is granted the opportunity to revisit one day in her life, only to discover that she never fully appreciated all she possessed until she lost it. "Oh, earth, you're too wonderful for anybody to realize you," she says as she takes her place among the dead.

FIELD TRIPS to various performances in the area for US B-US E students included *Newsies* at the Straz Theatre, *Our Town* at the Free Fall Theatre, *Jitney* at American Stage, *The Lion King* at the Straz (with dinner at Maestro's), *Inherit the Wind* at StageWorks, *A Streetcar Named Desire* at Francis Wilson Theatre and *Hamlet* simulcast from London starring Benedict Cumberbatch at the Straz.

S O C I A L S T U D I E S

Lower School *E-G* and Upper School students had another exciting year of history and social studies classes. Faced with many new and complex challenges, students repeatedly displayed an ability to push beyond even their own expectations.

UPPER SCHOOL

The US Government class read extensively about the drafting and development of the Constitution as well as some of the most significant elections in American history. In the final weeks, they studied how partisan realignment has transformed the character of the American electorate. World History students began the year with a lengthy examination of the early era of human history, following the migration of peoples throughout the world and understanding how geographic factors helped to shape human civilization. In the second half of the year, they focused on (relatively) recent history to help identify the cause and effect relationships that have created the world they live in today. American History classes read several primary source documents to flesh out their view of important historical eras and events. As their historical overview crept toward the twenty-first century, they added photography and film to their collection of primary sources.

LOWER SCHOOL E - G

The Geography class set out on a tour of the world, taking time to explore critical events and issues that the planet's diverse countries face. A hefty dose of historical context and current events, such as the impact of the Cold War in the developing world and Brazil's struggle to prepare for the 2016 Olympics, helped them to see the world as a dynamic, ever-changing place. Ancient Civilizations students learned that the people and problems of the past are not so different from our own. Drawing comparisons to contemporary situations and involving themselves in multiple examples, they found ways to make the ancient world seem familiar and relatable while still holding a sense of distant, fantastical wonder.

MUSIC & POLITICS

Most of the Upper School also took part in the Music & Politics elective this year, which exposed them to a wide range of political expression in the form of popular music. Sometimes the connections were easy enough to make, as was the case with protest or social commentary songs. Others, however, were subtler, requiring a bit of historical context to fully explain the controversy surrounding both music and artists. In the final weeks, students brought all their analysis skills to bear as they presented songs they believe had noteworthy political content.

PRESIDENTIAL PRIMARIES

Both Lower and Upper School students spent a great deal of time talking and learning about the 2016 presidential primary process. While the details of delegate selection, primary/caucus organization and party conventions are often quite arcane and difficult to follow, students came away from these discussions with a much stronger grasp of the issues driving the race and the ways in which primaries function.



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LOOKING AHEAD

Looking ahead to the 2016/17 year, Upper School students can expect to continue focusing on specific issues and events in history while Lower School *E-G* students take a broader approach to their subjects. We plan to build on the ideas they've been exposed to this year to help prepare them for the intensive demands of history and social studies classes at the college level.

M A T H

UPPER SCHOOL

We have set the goal for every student to achieve mastery of each concept they have learned. Students tend to exceed all state and national standards because most of the focus is on higher order learning, critical thinking and application skills. All Upper School math courses are offered as Honors for high school credit.

The *US E* class took Advanced Placement Calculus I. Topics covered included limits, differentiation and integration (definite and indefinite) for trigonometric, logarithmic, exponential and other transcendental functions. They learned the importance of critical numbers for finding relative extrema and points of inflection. Towards the end of the year the class spent time preparing for the final AP test. They closed the year by discussing mathematicians and their important contributions.

The *US D* group took a Pre-Calculus/Trigonometry combined course. Students worked in both the rectangular coordinate system and the polar coordinate system. The class covered all six Trigonometric functions and their applications, as well as sequences, induction and the Binomial Theorem. They finished the year working with conic sections. With the topics covered this year, the students will be well prepared for Calculus I next year.

The *US B&Cs* took Geometry, covering polygons, circles, surface area, volume of 3D figures and similarity vs. congruency. In addition, students played the "Proof Game" that made mastering proofs interesting and fun. Towards the end of the year, students incorporated reading into the curriculum. Each week they read a few chapters from *Flatland* by Edwin Abbott. Once finished, the class was quite excited to watch the accompanying movie.



The *US A* class mastered the Algebra I curriculum. This course provides a strong foundation that will enable students to achieve great success in higher level math courses. Students learned to write, solve and graph linear, quadratic, radical and rational functions. They also learned to *FOIL* and factor polynomials, both key concepts they will need in Algebra II.

LOWER SCHOOL F - G

The *LS G* group took Pre-Algebra. The concepts they studied develop skills needed to move on to Algebra I. This group learned to solve and graph one-step, two-step and multi-step equations and inequalities. Towards the end of the year, students completed an extended unit on Geometry and strengthened their spatial reasoning skills.

The *LS F's* took Pre-Algebra Fundamentals which helped them to master the basic concepts needed to excel in both Pre-Algebra and Algebra I. Students worked with fractions, decimals, percents and ratios. They began to think algebraically by writing and solving linear expressions, equations and inequalities.

$$\frac{\pm \sqrt{b^2 - 4ac}}{2a}$$

SLIPPING SCORES

Only about a third of U.S. high school seniors are prepared for college-level coursework in math. This came from the latest findings from the National Assessment of Educational Progress, also known as the Nation's Report Card or NAEP, which published new data showing the achievement of high school seniors.

The 2015 assessment results are based on a nationally representative sample of thousands of 12th grade students from 740 schools, including private institutions. The analysis shows that 37 percent of students are prepared for college-level math, down 2 percentage points since 2013, the last time the tests were administered.

S C I E N C E

It is safe to say that Science students had a lot of FUN learning this year!

The *LS F* group started the year by chemically experimenting with substances to determine their Vitamin C content. They also studied the importance of other basic nutrients we need to stay healthy and how they are related to the fruits and vegetables we grow in our school garden. "Grossology" followed with gloved activities to understand how our body takes nutrients from food. They then tackled the topic of blood and our immune system, taking these complex ideas and turning them into a comic book. Later they studied the genetics of a smile and how DNA is passed down from generation to generation.



The *LS G's* did a great job all year managing our compost portion of Project GROW, including the addition of a new composter to decrease the time it takes to turn waste into soil. This fit in perfectly with their focus on all the wonders of the Earth, from the ground below to the air high above and everything in between. Students completed experiments throughout the year to augment the curriculum from rock cycle identification labs and plate tectonic activities to water quality and fossil observations from different time periods of Earth's history.

The *US A* class continued the success of strawberry farming in our garden as it complemented their knowledge of the factors that impact the different chemical reactions in photosynthesis. These



students also made sure everyone knew that nonmetals provide the Bear Necessities and that most transition metals are considered valued treasures, using their life size Periodic Table of Elements. They ended the year presenting what they learned from experiments on velocity, energy, forces, acceleration and momentum to help younger students connect these physics terms with their favorite outdoor activities.

Upper School students tackled the intense subjects of Biology (*US B/C*) and Chemistry (*US D*). Students had many hands-on opportunities, including how safely mixing sodium bicarbonate can

make anything from a gas to a solid. All Upper School students had experiences in the field, working with professional scientists and high tech equipment to solve some difficult environmental problems and answer questions of curiosity. Additionally, classes had the chance to visit locations around the world throughout the year to collect data and work with computer simulations to complement their curriculum. In every unit, students not only learned the vocabulary and math, but they connected these topics to the real world with scientific readings. Students also studied current air pollution solutions. By the end of the year they were able to design their own experiments and use creativity and critical thinking to collect data on topics they wanted to know more about.

Students in almost every level had the chance to be a part of Project GROW (Get Rid Of Waste) and get their hands dirty to learn what it takes to help plants and organic food grow in our garden.

Next year, we plan to take day trips to explore freshwater habitats, the Manatee Viewing Center/Big Bend Power Station and an overnight trip to NASA in Cape Canaveral.



K U D O S

Pasta for Pennies

The Lower School D&E's raised funds for the Suncoast Chapter of the Leukemia and Lymphoma society. Each group elicited enthusiasm for this cause and raised \$622.85! The students managed the fundraiser while learning about the importance of giving back to the community. Everyone enjoyed the pasta lunch they received from Olive Garden as a thank you from the society.

What did we learn? All our service learning experiences are introduced and followed up by these questions.

Introductory Questions

- ◆ Who are we helping?
- ◆ Why are we helping them?
- ◆ How are we helping them?
- ◆ What are we most excited about?
- ◆ What might be tough or challenging about our project?
- ◆ What are everyone's jobs during the project?
- ◆ What do we each have to do?

Reflection Questions

- ◆ How did our project help people?
- ◆ What did we learn?
- ◆ What worked well about our project?

Samantha Lochmandy wrote a small children's book using different past tenses in Spanish, which she read to students in LSA-LSC.

Sebastian Babis plays tennis for Alonzo High School and was named to the second district team this year. He also interviewed to work as an intern in the Tampa office of Bill Nelson, Florida's senior United States Senator.

Nicolas Ortiz spent a week working for Senator Legg at the Florida Capitol in Tallahassee, where he learned about the legislative process. He also got to participate in a mock legislative session role-playing as a senator.



HCC Hosts Lee Academy

The Dale Mabry Campus Science faculty hosted students from Lee Academy twice during the spring semester to provide them an opportunity to conduct college level experimental work in chemistry.

The students visited on Friday afternoons to conduct a series of laboratory experiments as part of an ongoing collaboration between the two institutions. They had a chance to see the Dale Mabry Campus science facilities and experience firsthand the type of practical experience HCC offers in a low ratio student-instructor environment. The program was coordinated by Dr. Peter Germroth, Biology professor and parent at Lee Academy.



GIVE KIDS THE WORLD VILLAGE

Lee Academy students, accompanied by David and Jen Deitz were invited to participate in a day of community service at Give Kids the World Village. The Village is a 79-acre non-profit "storybook" resort in central Florida, where children with life threatening illnesses and their families are treated to a week long cost-free vacation. The students worked alongside employees of The Mattress Firm, which sponsors a number of villas at the Village. Jobs included cleaning the villas and decorating inside and outside for the holidays. It was an exceptionally hot day, but students worked uncomplainingly to accomplish all tasks before touring the Village and learning about their amazing work. Prior to returning to school, they were treated to pizza and rides on the merry-go-round. Thanks to Joe Traynham, Regional Sales Director of The Mattress Firm for organizing the event and inviting us to participate.



Meals on Wheels

Lee Academy students helped seniors in our community by designing place-mats, greeting cards and putting together small gift bags of toiletry items for "Meals on Wheels." Creativity and the spirit of giving was in the air!

IN THE FIELD

ARE GIFTED CHILDREN SLIGHTED IN SCHOOLS?

The American public school system's focus on struggling students leaves high-achievers without a challenging enough education - a detriment to the country in a time of concerns over international competitiveness. Policy support that has vacillated between gifted and struggling students for several decades is now firmly behind getting low-achievers up to speed, says Andy Smarick, a partner at the nonprofit Bellwether Education Partners and author of the September guidebook, *Closing America's High-achievement Gap*.

A survey from the Thomas B. Fordham Institute asked teachers which students were most likely to get one-on-one attention. More than 80 percent said struggling students would get more attention, while only 5 percent said advanced students would. "We're in an extended period where gifted kids are an afterthought at best," Smarick says. These students are at risk for dropping out of school if they are not challenged enough, he adds. A separate Fordham Institute study found that between 30 and 50 percent of advanced students descend and no longer achieve at the most advanced levels.

Gifted students are defined in the Elementary and Secondary Education Act as those "who give evidence of high achievement capability" and "who need services and activities not ordinarily provided by the school to fully develop those capabilities." The National Association for Gifted Children (NAGC) estimates that there are 3 million academically gifted students in K-12 schools. However, federal funding for gifted programs doesn't exist, and almost all decisions about gifted education are made at the state or district level.

Just 26 states require some form of program for gifted students, according to a 2013 National Association for Gifted Learning report. "Without federal funding, you end up with a patchwork quilt of services across the country that are very different state by state," says Nancy Green, executive director of the association. The only states with fully-funded gifted student mandates are Georgia, Iowa, Mississippi and Oklahoma.

It comes down to an equity issue, Green says. "Every child, not just struggling learners, deserves to be challenged in schools," she adds. "Having our brightest kids languish in a classroom is leaving talent on the table, when there are so many complex issues our country is facing that these kids can help us solve."

MORE MYTHS ABOUT GIFTED STUDENTS

The NAGC compiles a list of the most prevalent myths in gifted education. We have provided them on our website and included most in earlier newsletters. Here are a few more.

Myth: Acceleration Placement Options Are Socially Harmful For Gifted Students

Academically gifted students often feel bored or out of place with their age peers and naturally gravitate towards older students who are more similar as "intellectual peers." Studies have shown that many students are happier with older students who share their interest than they are with children the same age. Therefore, acceleration placement options such as early entrance to Kindergarten, grade skipping, or early exit should be considered for these students.

Myth That Student Can't Be Gifted, He Is Receiving Poor Grades

Underachievement describes a discrepancy between a student's performance and his actual ability. The roots of this problem differ, based on each child's experiences. Gifted students may become bored or frustrated in an unchallenging classroom situation, causing them to lose interest, learn bad study habits or distrust the school environment. Other students may mask their abilities to try to fit in socially with their same-age peers and still others may have a learning disability that masks their giftedness. No matter the cause, it is imperative that a caring and perceptive adult help gifted learners break the cycle of underachievement in order to achieve their full potential.

OF EDUCATION

RAISING A CREATIVE CHILD

Child prodigies rarely become adult geniuses who change the world. We assume they must lack the social and emotional skills to function in society. When you look at the evidence, though, this explanation doesn't suffice: Less than a quarter of gifted children suffer from social and emotional problems. A vast majority are well adjusted. What may hold them back is that they don't learn to be original. They strive to earn the approval of their parents and the admiration of their teachers.

The gifted often learn to play magnificent Mozart melodies, but rarely compose their own original scores. They focus their energy on consuming existing scientific knowledge, not producing new insights. In adulthood, many prodigies become experts in their fields and leaders in their organizations. Yet "only a fraction of gifted children eventually become revolutionary adult creators," laments the psychologist Ellen Winner. Most prodigies never make that leap. They become doctors who heal their patients without fighting to fix the broken medical system or lawyers who defend clients on unfair charges but do not try to transform the laws themselves.

So what does it take to raise a creative child?

One study compared the families of children who were rated among the most creative 5 percent in their school system with those who were not unusually creative. Parents of highly creative children had fewer "rules." Creativity may be hard to nurture, but it's easy to thwart. By limiting rules, parents encourage their children to think for themselves. They tended to "place emphasis on moral values, rather than on specific rules," Harvard psychologist Teresa Amabile reports. When psychologists compared America's most creative architects with a group of highly skilled but unoriginal peers, there was something unique about the parents of the creative architects: "Emphasis was placed on the development of one's own ethical code."

Parents should encourage their children to pursue excellence and success — but they should also encourage them to find "joy" in work. Children who have freedom to sort out their own values and discover their own interests will be set up to flourish as creative adults. When the psychologist Benjamin Bloom led a study of the early roots of world-class musicians, artists, athletes and scientists, he learned that their parents didn't dream of raising superstar kids. They weren't drill sergeants or slave drivers. They responded to the intrinsic motivation of their children. When their children showed interest and enthusiasm in a skill, the parents supported them.

Evidence shows that creative contributions depend on the breadth, not just depth, of our knowledge and experience. In science, winning a Nobel Prize is less about being a single-minded genius and more about being interested in many things. Relative to typical scientists, Nobel Prize winners are 22 times more likely to perform as actors, dancers or magicians; 12 times more likely to write poetry, plays or novels; seven times more likely to dabble in arts and crafts; and twice as likely to play an instrument or compose music.

You can't program a child to become creative. If you want your children to bring original ideas into the world, we need to let them pursue their own passions.

ANOTHER MYTH

Myth: Our District Has A Gifted And Talented Program: We Have AP Courses

While AP classes offer rigorous, advanced coursework, they are not a gifted education program. The AP program is designed as college-level classes taught by high school teachers for students willing to work hard. The program is limited in its service to gifted and talented students in two major areas: First, AP is limited by the subjects offered, which in most districts is only a small handful. Second, it is limited in that, typically, it is offered only in high school and is generally available only for 11th and 12th grade students. The College Board acknowledges that AP courses are for any student who is academically prepared and motivated to take a college-level course.

ITEMS OF INTEREST

The Importance of Writing in Elementary School

There is a current belief that with the advancement of technology, writing anything other than short sentences, penmanship, grammar and spelling are all things of the past. Why is it important to have good spelling and grammar when your computer program supposedly identifies all spelling errors and tells you how to fix grammatical errors? A spell checker can only tell if a word is misspelled. It cannot tell the difference between homophones, so words that are correctly spelled but used incorrectly remain. It also requires human knowledge to correct grammar, since the computer programs are only as good as their writers. Many professions require the ability to be able to communicate in writing, sometimes at length,



At Lee Academy, writing is emphasized early so that students learn to love writing and understand the value of clear and accurate written communication. They learn skills in a supportive writing environment and are taught to write flexibly and communicate their ideas. Students use their writing skills for a variety of purposes including responding to interpretive questions, writing personal essays, writing to persuade, composing poetry and writing creative stories. They are exposed to the different types of paragraphs and essays as well as becoming aware of the concept of audience. Writers learn to be flexible in their use of the components of the writing process. It is also important for our students to become fluent with handwriting, spelling, sentence construction, typing and word processing.

Another critical step is for students to be provided the opportunity to give and receive feedback throughout the writing process. This includes self, peer and teacher assessments. Students are given the chance to have their work published in our school magazine issued at the end of each school year. It is our goal to create an engaged community of confident and informed writers. Introducing the writing process early enables us to reach that goal.

WRONG DIRECTION!! Only one-third of high-school students are ready for entry-level college language arts courses, according to the 2015 Nation's Report Card. Data shows a five-point decline in average reading scores, compared with a similar study in 1992.

Social and Emotional Learning

In a study reported in *Developmental Psychology* (Jan, 2015), researchers hypothesized that a social and emotional learning (SEL) program involving mindfulness and caring for others, designed for elementary school students, would enhance cognitive control, reduce stress, promote well-being and produce positive school outcomes. To test this hypothesis, four classes of combined 4th and 5th graders were randomly assigned to receive the SEL with mindfulness program versus a regular social responsibility program. Relative to children in the social responsibility program, children who received the SEL program with mindfulness (a) improved more in their cognitive control and stress physiology; (b) reported greater empathy, perspective-taking, emotional control, optimism, school self-concept and mindfulness; (c) showed greater decreases in self-reported symptoms of depression and peer-rated aggression; (d) were rated by peers as more prosocial; and (e) increased in peer acceptance (or sociometric popularity).

Developing the social and emotional side of our students is a key element in the Lee Academy philosophy, which we implement directly through our Group Dynamics program and generally through the approach of our teachers in Lee's small class size settings.

GROUP DYNAMICS

The Lower School A/B group had fun with friendship activities, learning what qualities make a good friend and how to resolve conflicts peacefully and with a win-win solution. Each student discovered the hero within themselves with the “Hercules” video unit. Songs and scenes from Disney’s “Hercules” helped students build self-confidence that brought about a realization that he or she is a unique and worthy individual with promising talents and a positive personality. The students also experienced cooperation in small group projects and working as team members. A “feelings” vocabulary was developed and each student illustrated situations that elicit a particular feeling. Throughout the year, the *Steps to Respect* program was introduced. The students learned to identify what is and isn’t a bullying situation, how to join a group, reporting bullying and what is a bystander. They loved the role-playing scenarios that reinforced the concepts.

The Lower School C students began the year getting to know one another by interviewing a partner and then designing a personal “flag” for their partner. The flag represented interests, likes and dislikes. Each student introduced the partner to the group using the personal flag. As part of our self-discovery unit, each student brought in success symbols, objects that demonstrated abilities and competencies. The “I am Terrific” activity promoted the recognition of strengths in oneself and in others. “Choices and Changes” consisted of activities that brought about awareness of the decision making process. The “Steps to Respect” program helped students understand bullying, the different kinds of bullying and what to do if one is bullied or is a bystander. They used problem-solving steps to solve practical problems, coming to a conclusion through compromise. This put their skills to the test!

The Lower School D group got to know each other better by designing their own identity shields telling about their favorite things. They learned acrostic poems by composing their own from the letters in their first name. A self-discovery activity, “The Many Parts of Me”, required students to delve into their lives and describe some of the more memorable moments. Each idea was put on a puzzle piece and then put back together to form a whole puzzle. A literature unit helped to reinforce the skills included in the “Steps to Respect” program. The primary focus of this unit is how to change behavior. A secondary focus is how to make and keep friends. The students loved reading about Bradley Chalkers, the main character, whose escapades elicited laughter and surprise. To wind up the year, these students then read excerpts from “Stick up for Yourself!: Every Kid’s Guide to Personal Power and Positive Self-Esteem.” They especially liked the “You Made Me Do It” lesson where they learned about being responsible for one’s own behavior.

The Lower School E class enjoyed the activity, “Superhero, That’s Me!” to begin a self-discovery unit. Each student designed his/her own trading card about themselves, which included personal characteristics, talents, abilities and preferences. Students interviewed one another and wrote one another’s personal story. The outcome was recognizing diverse traits and histories as well as realizing that there is more to people than we see on the surface. A video unit based on the film *Flicka* was the springboard for learning the concept of responsibility on both an individual and group basis. Students learned key concepts like caring or empathy as well as the importance of being flexible, patient and never giving up. In order to reinforce the “Steps to Respect” lessons, students read *The Revealers*, a novel that reflects strategies for responding to or stopping bullying. Through the characters in the book, the students experienced several themes, including feeling like an outsider, bystander behavior and the different types of bullying.

The Lower School F-G students began their self-discovery unit with choosing a project that creatively demonstrated who they are, while giving the opportunity to express themselves by creating products that are unique. For example, “My Theme Park” and “My Cruise Ship,” revealed some interesting characteristics of the designer. The group then learned about time management, how to avoid procrastination and how to take notes. Sean Covey’s *The 7 Habits of Effective Teens* was the basis for a character development program that helped students understand how to change their behavior. The goals of this program are to help students make positive choices under pressure, improve communication with others and learn how to measure change in their lives. Video segments engaged students and introduced each concept creatively.

W E L L N E S S

OFF TO BED!

Improving elementary school students' sleep habits might give their grades a boost, new research suggests. The study included 74 children in Montreal, aged 7 to 11, who were enrolled in a six-week school program to improve their habits.

An average increase of about 18 minutes of sleep each night led to significant improvements in report card grades, especially in English and Math, according to the study published recently in the journal *Sleep Medicine*.

Lead researcher Reut Gruber, a professor at McGill University in Montreal, said findings show that small, cumulative increases in children's sleep may lead to better marks at school. The researchers advised that parents should ensure children get enough sleep every night and that schools need to find ways to include sleep education programs in their health curriculum.



Recess

Recent efforts by parents in Florida to ensure children have recess were unsuccessful in the state senate. That will never be a problem at Lee. We ensure that all our students have time to be physically active and relax during each day. This results in our children being more refreshed and focused in their academic classes. Numerous studies support our findings.

SODA? - THINK TWICE!

Soda puts you at risk for health problems like *metabolic syndrome*. This is a collection of symptoms that can lead to diabetes, heart disease and other chronic diseases, like cancer. The latest research now reveals that sodas are a major cause of visceral fat — the deadliest kind of fat you can have, inflaming your tissues, damaging your blood vessels and upsetting your body chemistry.

Visceral fat is stored around your abdominal cavity. It doesn't just give you an apple-shaped figure or a swelling beer belly. Visceral fat wraps itself around your vital internal organs, like your liver and pancreas. It appears to be more metabolically active than surface fat and can result in increased secretion of cortisol, the stress hormone, which when left unchecked causes inflammation, which is at the root of many chronic diseases.

Normally, when sugar is consumed, glucose is absorbed into the bloodstream for energy and driven into your body's tissues with the help of insulin. But fructose takes a different path - most of it goes straight to your liver, where it stimulates the production of triglycerides. It is the buildup of excess triglycerides in the liver that leads to non-alcoholic liver disease as well as the visceral fat around the organ.

Excess sugar also overwhelms your body's ability to process it. Your insulin levels spike but your cells refuse to accept the glucose as a source of energy. So instead it's stored as fat.

PHYSICAL EDUCATION

A combination of *Lower School A, B and C* classes participated in individual and group activities. These ranged from the basic foundations of locomotor skills to team planning on the best strategies to accomplish a task or goal. Students had to work together to move around on scooters and learn the basic foundations of hitting a ball with a racquet. They had to strategically build structures out of cones that might withstand a ball knocking them down. Students also learned the basics of a soccer game and passing as a team in sideline soccer.

The *Lower School D's, E's, F's, and G's* participated in more team sport activities and the basics of different types of sports. The group learned how to play a variety of different games, including team handball, soccer, badminton, street and field hockey, ultimate Frisbee and Frisbee golf, different versions of capture the flag, basketball and bocce ball. The purchase of new equipment by the Lower School D group helped them to get involved in different styles of games and activities.

The *Upper School* PE group this year continued their participation in group games and sports. Having class a few times a week allowed them to get involved in larger games and different styles of the basic games.

WEBSITES

FOR STUDENTS AND FOR PARENTS

Below are several websites on the Internet that can provide students with resources and provide parents with information on gifted education. Please visit the Lee Academy website (www.leeacademy.com) for more links to gifted education and resource sites.

The *National Gallery of Art* invites children of all ages to design a virtual model, create a collage, painting or a geometric sculpture online. Visit:
www.nga.gov/kids/zone/

The *National Archives* has a website that allows students to view and download documents that chronicle U.S. history from 1776 to 1965.
www.ourdocuments.gov

The *Library of Congress* offers a Learning Page with an abundance of features and activities, including American Memory Timeline, Elections Over Time, Port of Entry (Immigration), Women Pioneers and Historical Detective, a sleuth game on the web.
www.loc.gov/teachers

The *American Society of Newspaper Editors* has established a site that provides valuable resources for young journalists and hosts electronic versions of school newspapers from across the country.
www.myhsj.org

The *Johns Hopkins Center for Talented Youth* has developed a great science site for gifted students. Full of news, interviews with scientists, profiles of young scientists and a searchable database of programs, the Cogito site allows students to become part of an online community and participate in discussion forums with each other and with experts in their fields.
www.cogito.org

The *New York Times Learning Page* is an exceptionally comprehensive site that offers readers the option of turning on "knowledge tools" to enhance their understanding.
www.nytimes.com/learning

National Geographic's Interactive MapMachine allows users to select from numerous map themes and then click and zoom to select political, economic, environmental and other data.
www.nationalgeographic.com/maps

The *National Association for Gifted Children* (NAGC) is an organization of parents, educators, other professionals and community leaders. It addresses the unique needs of children with demonstrated talents.
www.nagc.org

The *National Research Center on Gifted and Talented* (NRC/GT), sponsored by the U.S. Department of Education, investigates, develops, and disseminates new methods for identifying and teaching gifted students.
www.gifted.uconn.edu

The *Association for the Education of Gifted Underachieving Students* (AEGUS) provides a forum for ideas and interventions aimed at helping twice-exceptional students reach their full potential.
www.aegus1.org

Supporting Emotional Needs of the Gifted (SENG) focuses primarily on the adults (parents, educators, etc) in the lives of gifted children. SENNG provides information on identification, guidance and effective ways to live and work with gifted individuals.
www.SENNGifted.org

The *Council for Exceptional Children* (CEC) is an organization dedicated to improving educational outcomes for exceptional children.
www.cec.sped.org

The *Associations for the Gifted* (TAG) helps both professionals and parents deal more effectively with the gifted child. They have useful articles under "Resources"
www.cectag.org

The *Institute for Research and Policy on Acceleration* provides a set of resources for gifted families and hosts the acclaimed report *A Nation Deceived*.
www.accelerationinstitute.org/

The *Digest of Gifted Research*), published by the Duke University Talent Identification Program is a resource for research-based information about raising and educating academically talented children.
www.tip.duke.edu/node/84

Silvia Rimm, an internationally distinguished author and speaker provides informative articles helpful to parents of gifted children.
www.sylviarimm.com

LEE ACADEMY WEBSITE

The Lee Academy website is going through a complete transformation! The new website will be more interactive, graphically rich, more intuitive, easier to navigate and enriched with content on Lee Academy and gifted education. It will also be configured in a manner that will allow us to add information directly, keeping the website current with ongoing activities at Lee.

www.leeacademy.com

T E A C H E R

Lee Academy is committed to maintaining a learning environment that is responsive, flexible, integrative and rich in ideas and creativity. We have assembled a professional faculty to implement this educational philosophy. Many of our full-time instructors have a State of Florida Endorsement in Gifted Education. They also receive training and attend conferences to keep up with the latest research in the gifted field. Most of all, our instructors genuinely love to teach and have a passion for their subject areas. These profiles are provided to introduce our new teachers and to familiarize incoming families with the faculty.

David Deitz

- Upper School Coordinator and Foreign Languages



David holds a Bachelor of Arts Degree in languages and a post graduate diploma in education from the University of Leeds in England. He taught high school in France, Germany and England for many years. In addition to being Upper School Coordinator, David directs our Latin, French and German programs. He takes the active participation approach to foreign language learning, encouraging students to converse in the language as much as possible. David also works with our Upper School students on career and college planning. He

liaises closely with USF (Honors College) and Hillsborough Community College with regard to our Upper School Dual Enrollment program. David also led this year's French Cultural Trip.

Christine Yerrakadu

- Art & Music



Christine holds a BA in Art History and Criticism from SUNY Stony Brook, and an MA in Art History from CUNY Queens College. She is currently pursuing her second MA in Clinical Mental Health Counseling with a specialization in Expressive Art Therapies. Her focus is childhood behavioral, emotional and intellectual development using the fine arts. Christine enjoys working with all age groups of students and encourages them to express themselves in variety of media. She involves art history in her lessons, but believes very much in helping students to develop their own style of art. Christine also teaches music, is a talented pianist/singer and has encouraged our students to perform on a number of occasions.

Benjamin Sperduto

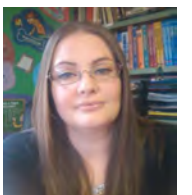
- Social Studies



Ben has a BA in Political Science and a Masters in History from the University of South Florida. In addition to teaching various history and social studies courses at high school and middle school levels, he spent six years as an editorial assistant for *The Historian*, a widely circulated history journal. Ben is a published author and his first novel, *The Walls of Dalgorod*, was published in 2015. He believes history is as much the story of our present as our past and works to help students discover and understand the connections between the two. Ben's classes place a strong emphasis on analyzing historical sources and developing writing skills. Ben also co-produced this year's play, *Our Town*.

Nicole Agresta

- Upper School Mathematics



Nicole received a Bachelor of Science degree in Secondary Mathematics Education from St Petersburg College, where she was mentored by Lee Academy's own Jimmy Chang (class of 93), now Dean of Mathematics. Her varied teaching experience has given her a good perspective of how different students learn and how to accommodate each child's individual needs. Nicole is working on her Master's degree in Mathematics and Gifted Education at USF.

P R O F I L E S

Lou Ann Willis-Fraser

- Lower School Coordinator, Guidance Counselor, Language Arts & Group Dynamics Teacher



Lou Ann has a Bachelor's degree in Early Childhood and Elementary Education and a Master's degree in Guidance, all from the University of South Florida. She also obtained a gifted endorsement from the State of Florida Department of Education. As Lower School Coordinator, Lou Ann helps students, parents and teachers work together effectively and successfully. She also teaches primary language arts and has compiled a curriculum that strongly addresses the needs of gifted learners. The group dynamics classes that Lou Ann designed teach many critical skills in the affective domain. Some of her goals for the guidance program are to support students in conflict resolutions, relationship-building and generating respect for themselves as well as others.

Jeff Floyd

- Lower School Math, Physical Education and Assistant Lower School Coordinator



Jeff received his Bachelor's degree from Manchester College in Indiana and has strong experience individualizing curriculum and preparing individual education plans. His teaching style is very hands-on and visual, encouraging students to be active during experiments, field trips, projects and class discussions. In Jeff's physical education classes, he emphasizes teamwork and fair play. As Assistant Lower School Coordinator, Jeff helps Lou Ann with Lower School responsibilities, including working with students and parents.

Sharon Mejia

- Upper School Science



Sharon earned a Bachelor of Science degree in Zoology from Ohio State and a Master's degree in Secondary Science from the University of South Florida. She has significant experience on the "applied side" of science, having worked in several distinguished programs, including SEACamp, the Birch Aquarium (San Diego), the Naturalist Outdoor School and the Center of Science and Industry (Columbus, Ohio). Sharon also designed science curriculum units for gifted students and taught them in the Johns Hopkins talent identification program. She is truly excited by the wonders of science and sharing her knowledge with others. Her hands-on approach has engaged Lee students from the very start, with numerous field trips and on-campus environmentally-sound projects, including the creation and expansion of a student-run organic campus garden, which has become a teaching laboratory for all Lee's classes.

Amy Bottini

- Early Childhood



Amy earned her Bachelors from Florida State University's College of Education and holds a Gifted Certificate. She pursued her Masters from New York University in Photography and Still Imagery. Amy taught English and Humanities to grades 6 - 12 and Math and Science to grades K - 5 in Florida, New York and London, working with gifted children for a majority of the time. She has served on many committees and boards that emphasize and advocate for the gifted child. Amy sat as English Department Chair and as an Education Advocate for the Gifted Child. Her enthusiasm for early childhood is evident as she fully understands the exciting road her gifted students will travel down academically and socially. She begins her students' first school journey with in-depth studies and explorations in all subjects as they become young writers, readers, artists, scientists and mathematicians.

T E A C H E R

Caroline Babis

- Early Childhood



Caroline earned a Bachelor of Arts from Florida State University and a Master of Arts in Elementary Education Curriculum and Instruction from the University of Colorado. She also completed the High/Scope Educational Research Foundation's "Trainer of Teachers" program. As an accomplished artist, Caroline has provided art and music instruction to young children for over 20 years. She enjoys traveling and participating in sidewalk chalk art festivals around the country. Caroline is excited to build a hands-on active learning classroom community with the Early Childhood students again in the fall. Artwork from her class receives high acclaim.

John Hendrix

- English, Literature and Theater



John holds a Bachelor of Science degree in Education from Jacksonville State University, with majors in English and Music. He has extensive experience in the private school sector, much of it working with high ability students. His students achieved a 100% passing rate on the Advanced Placement (AP) English Literature and Composition Exams the past four years. During his teaching tenure, John has been chairman of English, Humanities and Drama departments at private schools in Georgia and Florida. He also created an educational consulting business, helping school districts develop curriculum and preparation courses for SAT and other tests. John is an energetic, motivating teacher. He is constantly augmenting the curriculum in ways that enhance educational skills, while keeping classes interesting and relevant. John has successfully produced several school plays, including this year's *Our Town*.

Amalia Hughes

- Spanish



Amalia was born in San Jose, Costa Rica and moved to the U.S. as a young child. She earned a Bachelor of Arts degree (*cum laude*) in Spanish from the University of South Florida. An accomplished guitarist, Amalia uses songs to teach vocabulary and structure. She takes the communicative approach to the teaching of Spanish, particularly in the early stages. Her students are used to hearing her speak Spanish throughout the lessons and enjoy using the language themselves. The culture of countries where Spanish is spoken is also an important part of the students' education and Amalia is able to draw on her personal experiences, as well as an extensive collection of items to make language acquisition lively and effective. Students' musical talents are incorporated in class as well as in the performances throughout the school year.

Anne Scott Vela

- Lower School Science, Social Studies & Music



Anne was educated at St. John's College Maryland and at Columbia University. She majored in Philosophy and the History of Science and Mathematics, with minors in Literature, Classics and a concentration in Music Studies. She is a very enthusiastic, hands-on teacher who loves working with her students on a variety of topics and activities. She encourages students to question and research and to be active during experiments, projects and class discussions. Her energy and enthusiasm are infectious and our students love working with her, whether it is inside the classroom or outside in our organic garden.

P R O F I L E S

Jennifer Deitz

- Director



Jennifer holds a Bachelor's degree in German and French, a Postgraduate Diploma in Education, a Postgraduate Diploma in the Law of Educational Management and a Master's degree in Education Management, specializing in Curriculum Design and Assessment. As Director, she is responsible for all aspects of the program and is the focal point for communication from parents, faculty, prospective visitors and the world outside Lee. Along with the Upper and Lower School Coordinators, Jen is also responsible for curricula and co-led this year's French Cultural Trip to Bordeaux and Paris.

Linda Lacey

- Founder



A graduate of Slippery Rock University, with Bachelor's and Master's degrees in Education, Linda founded Lee Academy in 1983. She has made numerous presentations on gifted education at national and international conferences. Linda is a member of the World Council for Gifted and Talented Children, the National Consortium of Gifted Schools, the Florida Association for the Gifted, the National Association for Gifted Children and a committee member in the NAGC networks on Early Childhood, Special Needs and Professional Development. She is presently studying nutritional health and fitness as it relates to enhanced cognitive, emotional and physical growth and development in children.

Sherry Jones

- Computer & Yearbook



Prior to joining Lee Academy, Sherry worked as a teacher in the Hillsborough County Public School System while becoming proficient in a number of cutting edge computer graphics programs. She also is an experienced photographer and a member of the National Association of Photoshop Professionals. Sherry founded the Electronics/Computer Club at Lee and has mentored it the past three years.

Mike Moore

- College Guidance



Mike has been part of the Lee Academy "family" for many years, graduating two children, both National Merit Scholars. He earned his Master's degree in Education from the University of Tampa and will continue to work with Upper School students in their search for the best college match.

Lisa Ortiz

- Health & Life Skills



Lisa received a Bachelor of Science in Nursing from the University of South Florida and has been licensed as a registered nurse in the State of Florida for 19 years. She has Master's level training in physical assessment, child development and epidemiology. Lisa has a heart for her students, and her classes reflect this through discussion-based, developmentally- appropriate and student-driven design.

Campus & Support

Enhancements

Numerous improvements were made to the campus this past year, with many of the enhancements accomplished by our parent construction crew. Projects completed this past year include:

- Constructing a Storage Loft in Science Room
- Reflooring the Lobby
- Installing a Garden Shed
- Enhancing the Outdoor Theater
- Repairing and Refreshing the Gazebo
- Installing Enhanced Lighting

WORK AGENDA 2016

This summer our designated work weekends will be "split up." Major projects will be started on the weekend of July 16th and 17th. A campus beautification work weekend will be held on August 13th & 14th, with an emphasis on minor projects and general enhancement of the campus. Please check the family calendar and be part of the campus renovation projects.

If you are able to work other days during the summer, please email the school as soon as possible and indicate a project you are interested in pursuing. Some of the projects are:

- Enhancing Entrance Landscaping
- Rebuilding/Relocating the Parent Mailbox
- Landscaping the new Athletic Field
- Constructing and Landscaping a New Gate
- Landscaping the New Parking Lot
- Repairing/Enhancing Windows and Blinds

Remember, *your* efforts will improve the school facilities for *your* children.



Facility Makeover

We continue to improve both the functional and aesthetic makeup of the campus buildings. Improvements to date include renovations of the lobby, back deck, pergola, library, Spanish room, computer lab, Math room, Science room, art deck, A/C system, classroom doors, driveway, theater deck, bathrooms, sidewalks and faculty room. Plans this year include a new athletic field, additional enhanced lighting and new flooring for the library. In many cases the work is being accomplished by the skilled individuals we are fortunate to have amongst our families.

As is the case with any successful private school, an active group of parents and "friends" supply the wherewithal for programs and campus improvements that are beyond the scope of tuition and fees. Without this help, both financial and physical, exciting new programs and campus facilities would be impossible to attain while keeping class size small and tuition within the reach of many families.

S.A.G.E. Silent Auction

Lee Academy's major annual fundraiser has historically consisted of a silent auction and wine tasting held each year. Sponsored by Lee's non-profit support organization, the Southeastern Association for Gifted Education, the fundraiser has been instrumental in providing for program and



facility improvements beyond what can be achieved within the limits of tuition and fees. The purchase of the bus and construction of the science room, art

studio, math room, computer lab, gazebo and pavilion were achievable because of proceeds from this annual endeavor.

We held this year's fundraiser in late April, transforming our lake-front campus into a festive venue. The afternoon included wonderful live jazz music by former student, Derek Womack, a wine tasting and auctions (silent and live). Silent auction items were wide-ranging and student artwork drew frenzied bidding in the live auction. Many thanks to families that made the fundraiser successful through the donation and acquisition of numerous interesting items and to Jennifer Deitz, who managed the event and was a very dynamic and effective auctioneer. Monies generated from the fundraiser are earmarked toward campus improvements.



PLEASE NOTE: Our 2016/2017 Silent Auction is being planned for Saturday, April 29th, so keep this late afternoon and early evening free. We will once again be asking you to "collect" interesting items, services and experiences for the auction!

CALENDAR OF EVENTS 2016 - 2017

FALL SEMESTER

July 16 & 17	Campus Project Weekend	
August 13 - 14	Campus Beautification Weekend	
August 15 - 18	Faculty Meetings	
August 18	Parent Orientation - 6:00 to 8:00 PM	
August 19	Student Orientation - 8:30 to 11:40 AM	
August 22	Classes Begin	
September 5	Labor Day – No Classes	
September 16	Faculty Meeting - 11:40 AM Dismissal	
October 3 - 7	Fall Break - No Classes	
October 21	Faculty Meeting - 11:40 AM Dismissal	
November 3 - 5	NAGC Conference	
November 11	Veterans Day - No Classes	
November 21-22	Parent-Teacher Conferences - No Classes	
November 23-25	Thanksgiving Holiday - No Classes	
December 9	Faculty Meeting - 11:40 AM Dismissal	
December 21	Winter Performance - 11:40 AM Dismissal	
<i>Holiday Break December 22 thru January 4</i>		

SPRING SEMESTER

January 5	Spring Semester Begins	
January 13	Faculty Meeting - 11:40 AM Dismissal	
January 16	Martin Luther King Day - No Classes	
January 19	Open House	
February 17	Lower School Science Fair	
February 17	Faculty Meeting - 11:40 AM Dismissal	
February 20-24	Winter Break - No Classes	
March 3	Academic Fair	
March 16	Open House	
March 31	Faculty Meeting - 11:40 AM Dismissal	
March 31-Apr 1	Night of the Arts	
April 6-7	Parent-Teacher Conferences - No Classes	
April 10-14	Spring Break - No Classes	
April 28	Faculty Meeting - 11:40 AM Dismissal	
April 29	SAGE Silent Auction	
May 26	Faculty Meeting - 11:40 AM Dismissal	
May 29	Memorial Day – No Classes	
June 8	School Awards Assembly	
June 9	End of the Year & Graduation	



Look forward to the following future trips!

NASA/Cape Canaveral Trip - Fall 2016

Costa Rica Cultural Trip - Feb, 2017

EXPEDITIONS

FLORIDA KEYS TRIP

One of the highlights of the year was when *LS E* through *US A* students explored the natural beauty of the Florida Keys. Students worked hard before the trip to be fully prepared and were rewarded by being able to observe mangroves, lobsters, fish, birds, coral and even the elusive key deer on multiple occasions! They also toured the Turtle Hospital, searched for treasure in the Shipwreck Museum, dissected squid, performed night labs with shark biologists, sailed at night on a tall ship to learn about the constellations and snorkeled in the Florida Keys National Marine Sanctuary. Students rode bikes through Key West on the way to the historic West Martello Tower and Garden for a Cuban sandwich lunch. After fully resting from this trip, students applied their knowledge at a Scientific Conference to address various environmental concerns of the Keys and how these could be avoided if we could design our own tropical island ecosystem and government.



This year's *In-Depth Studies*:

Sebastian Babis	- The European Migrant Crisis as a Reflection of the European People and Government
Sasha Clarke	- Naturopathic Physicians
Nicholas Strid	- The Fermentation Process of Beer
Greyson Bottini	- The Threat, Plea and Conservation of Native American Cultures
Jackson McMillan	- The Effect of Mozart on the Brain
Nicolas Ortiz	- The Changing of American Political Ads
Kendal Bottini	- The Effect of Language on World Perception
Jesse Popover	- The Never Ending War: Vietnam Veterans' Fight with PTSD
Jewely Smith	- How Greek Myths Relate to Greek Culture
Ashtyn Kelley	- How Propaganda Influenced Working Women During World War II
Sara Bahro	- Human Trafficking in the United States
Chandler Couture	- The Effects of Mercury on People in the Fish We Eat
Joseph McDonald	- The Composition and Levels of Toxicity in Snake Venom
Nathaniel Hector	- Video Games Stimulate Young Brains
Sebastian Arbelaez	- How the Civil War in Syria is Affecting Families
Samuel Carlin	- How Max Planck Changed the World with His Discovery of Quantum Theory
Reagan Farmer	- The Effects of Gymnastics on the Human Body
Dat Do	- The iPhone and its Influence on the World of Technology



EXCURSIONS

Lee's varied field trip program enhances classroom instruction, provides "real life" experiences and allows students to participate in a wide range of activities.

The past year's trips included:

- Florida Keys
- Asolo Theatre: *West Side Story*
- Octagon Center of the Arts
- USF Botanical Gardens
- Straz Theatre: *Newsies*
- University of Tampa
- Francis Wilson Playhouse: *The Diary of Anne Frank*
- Give Kids the World Village, Orlando
- Ybor City: Spanish Performance
- Stage Works Theater: *Inherit the Wind*
- Glazers Children's Museum
- Museum of Science & Industry
- American Stage Theater: *Jitney*
- Florida Polytechnic University
- HCC Chemistry Lab: Gas Laws
- Straz Theatre: *The Lion King*
- Ybor Museum and Cuban Lunch
- Tampa Bay History Center
- Francis Wilson Playhouse: *A Streetcar Named Desire*
- Free Fall Theater: *Our Town*
- Curtis Hixon Park: Physics Lab
- Cracker Country
- Straz Theatre: *Hamlet*

COSTA RICA CULTURAL TRIP

Next February, Lee's Upper School students will have an opportunity to visit this unique Hispanic country and explore its culture, wildlife, natural resources and environmental protection efforts. Students will visit several beautiful parks, experience volcanoes, waterfalls, bio-diverse rainforests and an abundance of wildlife. There will also be physical activities, such as white water rafting, canopy zip lines and bathing in thermal springs. Most importantly, students will learn about the culture through contact with the locals, eating typical meals and participating in folkloric activities.

