

SUMMER 2017

LEE ACADEMY NEWS



COSTA RICA CULTURAL TRIP

Students from US A through US E had the opportunity to visit this unique Hispanic country with so much to offer. They learned about the culture, ecology and environmental efforts. Students visited several national parks, two volcanoes, a beautiful beach, a rainforest situated along the Pacific coast and a wildlife refuge. They hiked to and swam in the basin of a waterfall and enjoyed bathing in the thermal springs. Students visited an organic farm where they had interactive experiences such as making sugar cane juice, sampling raw cacao and many types of exotic fruits. They also made tortillas and took part in a coffee tour. Students were able to observe an abundance of wildlife, including coatimundis, kinkajous, crocodiles, sloths, iguanas, different species of birds and butterflies and various types of monkeys.



Everyone had a great time zip-lining and white water rafting. The students were also involved in a community service project: painting an underprivileged primary school and bringing them school supplies earned through a successful Lee Academy fundraiser. The city tour of San Jose was a great cultural experience and they visited places such as the Art Museum, National Theatre, National Stadium and the presidential home. Most importantly, students learned about the culture through contact with the locals, exchanging currency, trying typical foods, shopping at the markets and participating in folkloric dances.

NIGHT OF THE ARTS

Inherit the Wind - A diverse group of actors from Lee Academy's Upper and Lower School (along with a few parents and teachers) presented a riveting rendition of this classic play. While set in the framework of the famous Scopes "Monkey" Trial of 1925, the lesson of this play by Jerome Lawrence and Robert Edwin Lee was to criticize McCarthyism and show how different viewpoints can divide friends, families and even a nation. It is about our understanding of each individual's right to his or her opinion without retribution because it doesn't fit our own opinions. Most importantly, it is a play that shows its audience that having different opinions and allowing debate is the basis for our country's entire system of freedom.



This year's play, directed by John Hendrix and Ben Sperduto, featured a very large cast encompassing a variety of students along with members of the faculty and school community. Using the entire campus as a stage and audience members as the jury, each attendee was able to become a member of the play and thus begin to rethink his/her own ideas on intellectual freedom with the idea of embracing our differences rather than judging each other for them.



Art Exhibition

Student artwork adorned the lobby area throughout the school year. This year each student painted a 5" x 5" canvas, which parents eagerly purchased along with bidding on class artwork at our S.A.G.E. fundraiser in April.



2017 GRADUATES



Sebastian Babis has attended Lee Academy since 2007, achieving at the highest level in all subjects throughout his time with us. Not only is Sebastian a top performer in academics, he is also a talented violinist and tennis player. He has performed with the Pinellas Youth Symphony Orchestra and as a member of a duet and quartet with the Patel Conservatory Youth Orchestra. Sebastian has also played for us many times at school. He passes on his love for music by working with some of our younger students who are just starting out on their musical journey. Tennis is also a passion for Sebastian. He played at a club level for a number of years, winning several tournaments and more recently has been captain of the Alonzo High School Varsity Team, where his skills have been recognized with several accolades. Sebastian's Senior Capstone Project was *An Investigation of the Improvements that can be Made upon Commercially Available Insect Repellents*. He will attend the Georgetown School of Foreign Service where he will major in Foreign Affairs with a focus on International Politics. Sebastian is a dedicated student who will go far.



Alexandra (Sasha) Clarke has been at Lee Academy since 2006 and has made a great success of her time with us. She has always taken a full part in school activities and has appeared in all our drama productions. She is also a talented artist and enjoys painting as a hobby. Sasha loves to travel both at home and abroad and has already visited England, Spain and Germany, as well as a number of different states here in the U.S. Sasha's ambition is to visit as many countries bordering the Mediterranean Sea as she can over the next few years. Her Senior Capstone Project was *Tampa for Locals*, a travel guide designed to increase tourism and awareness. Sasha will be attending the USF School of Nursing and would like to become a travel nurse. What better way to pursue her traveling goal! We wish her every success and look forward to postcards from all the places we know she will visit.



Nicolas Ortiz joined us in 2011 and over the last six years we have seen him mature into a fine young man. He has always been a hard-working student, determined to do well and achieve his goals. Nicolas has a sharp wit and a great sense of humor, which have been apparent in our Winter Performances. His portrayal of Henry Drummond in our recent performance of *Inherit the Wind* showed he has a commanding and convincing stage presence. Nicolas also enjoys traveling and competing in card tournaments. His Senior Capstone Project was *The Efficacy and Plausibility of Biodegradable Materials in Personal Fishing*. During his junior year, Nicolas served as a Senate Page in the Florida Senate in Tallahassee, so it is no surprise that he is considering a major in political science when he enters the University of Florida in the fall, with a view to a career either in law or politics. We will follow his progress with much interest.

2017 GRADUATES



Jackson McMillan came to Lee Academy in 2006, skipping Kindergarten and going right into our equivalent of first grade. His capacity for higher level thinking and learning was apparent then and continues to today, as he graduates as one of our youngest ever students. Jackson has always taken a full part in all aspects of school life, from fundraising to travel to appearing in our recent drama production of *Inherit the Wind*, with a very convincing performance as Matthew Brady. He enjoys playing guitar and piano and has accompanied students for Spanish Heritage and Cinco de Mayo activities. He also likes competitive card games. His Senior Capstone Project was *Combatting Poverty through a Psychological Approach*. Jackson wants to become a research scientist in the field of paleontology and will attend the University of Florida in the fall, majoring in Biology. We look forward to hearing more from this very talented student.



Nicholas Strid joined us in 2006 and quickly became known for his love of sport, both as a spectator and a competitor. He initially played baseball, then became interested in hockey and golf. Nicholas is a skilled skater and played high school hockey on the varsity team for Bloomingdale High School. He is always willing to shoot baskets or throw a frisbee at lunchtime with our younger students as well as start a game with his peers. Nicholas has participated in many school activities with great gusto, particularly in our Winter Performances! He has volunteered in an elementary school, working with other gifted students and has also made time to work with our Early Childhood students on their PE skills. His Senior Capstone Project was *Automatic Sliding Glass Door for the Physically Impaired and Hindered Persons*. Nicholas will be attending the University of South Florida in the summer to study Computer Intelligence. We wish him every success and hope he will be able to continue his athletic pursuits at the next level.



Greyson Bottini entered Lee Academy in 2009 and quickly established himself as a valued member of our school community, well respected by his fellow students and the faculty. He has always participated in school activities, including travel both at home and abroad, as well as our annual drama productions. This year he very convincingly played the role of Reverend Brown in our production of *Inherit the Wind*. Greyson's passion is the culinary arts and we have all enjoyed the fruits of his labors. His Senior Capstone Project was *Community Garden and Local Restaurant Connection Project*. While also accepted at USF, UF, and Queens University (NC), Greyson chose to major in the Culinary Arts at the Tampa Arts Institute in order to pursue his ambition of becoming a professional chef. We wish him every success and look forward one day to dining in his restaurant!

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. When Claire is not playing people, she likes to write about them, with essays in Elle.com, The Liberty Project and Human Parts. Claire also profiles interesting women for Investor's Business Daily's Leaders & Success Column.



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 Association of America.



Melissa (Ratcliff) Champagne ('00) holds a Juris Doctor from Boston University Law School. She is now President of Community Law & Title in Palm Harbor and focuses on real estate law.



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) has a Bachelor's Degree in Economics from George Mason, works as a Compliance Analyst and is active in South Carolina politics.



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.



Sally Moore ('01) - earned her PhD in School Psychology with specialization in Early Childhood from the University of Florida. She recently married and is a School Psychologist at Desoto Elementary in Tampa. Sally is also a postdoctoral resident at Tampa Bay Testing.



Charles (Chaz) Preston ('99) holds a PhD from the University of Chicago, was an Assistant Professor at Northwestern University and is presently doing post doctorate work at the University of Mississippi. Chaz found time to marry (in India and in the US), has several published works, presents his papers at academic conferences and completed a Fulbright-Nehru Project on Sanskrit Dramas.



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



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.



Lee Hildebrand ('01) - holds Masters degrees in Management (USF) and Teaching (Belmont) and is Salesforce.com Consultant at EMS Consulting in Nashville, Tennessee.



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



Jennifer Field ('01) graduated from USF with a BA degree in Education and Mass Communications. She is ACH Client Advocacy Manager at JP Morgan/Chase in Tampa and married recently.



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 working with young children.

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 research has provided essential information for planning emergency responses to earthquakes in South Carolina. Erin was recently married and is working as a Science teacher at The Hammond School in South Carolina.



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. She will soon be taking her Professional Geologist licensure exam.



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 Think-space Jeweler Specialist at Typethink 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 and is completing her Masters in Classical Art at Florida State. Adrian also attended the Pont Aven School of Contemporary Art in France.



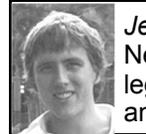
Jenna (Leitao) Bullard ('04) earned a BA from the University of Rhode Island in Psychology, following a year of study at Oxford (England). Jenna returned to Tampa, where she is Manager of Marketing and Strategic Development at CoreRx, a pharmaceutical formulation company.



Brendan Collett ('07) graduated from the University of South Florida with a Bachelor's degree in Public Relations. He is Vice President of AIT Strategy at Citibank's AML Operations.



Spencer Moore ('04) majored in Journalism in the University of Florida's ROTC Program. He recently married, is serving in the Army as a Training Infantry Staff Sergeant at Fort Irwin (California) and awaiting his next overseas deployment.



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.



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 majored in Chemical Engineering in graduate school at Columbia University. She presently lives and works in Rhode Island.

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 CEO at Clean Footprint, a renewable energy company.



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 started his own copywriting and marketing strategy business, MGilCreative.



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



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.



Harrison Gross ('09) holds a BA in Creative Writing - Poetics from Columbia University. He founded a charity-focused poetry & music publisher called Sphirah and authored several poetry chapbooks. Harrison is Digital Media Manager at Tekcapital.plc.



Colin Pritchard ('10) completed his Bachelor's degree in Mechanical Engineering at Clemson. He has also worked at Jabil Circuit.



Greg Sinadinos ('10) earned his Bachelor's degree in English from Florida State University and is working as a mortgage loan originator with Core Financial. Greg is the author of *Fiction and Fantasy* and the *Echo of Eos* series.



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."



Erik Fink ('11) recently transferred from Tufts to Rutgers University, where he is majoring in English, with a specialty in Editing.



Olivia Harries ('11) received her Bachelor's degree in Media Studies and Anthropology from Vassar, where she still holds three swimming records. Olivia is a Product Innovator at Trader Joe's corporate office and has sourced, developed and launched over 40 items in their stores.



Jerry Jones ('11) received his Bachelor's degree from the University of Florida in Business Administration - Information Systems with minors in Computer & Information Science and Engineering. He is transitioning into a job as a Software Support Specialist.



Joseph Alford ('11) graduated with a 4.0, majoring in Economics and minoring in Entrepreneurship at the University of Florida. He is working with the nation's largest homebuilder, D.R. Horton and is based in their Tampa office.



Nghi (Nguyen) Tong ('11) graduated with a 4.0 from USF with a BS in Finance and was named the King O'Neal Scholar in 2015.



Jonathan Jones ('12) is in the Honors College at USF, where he is majoring in Interpreter Training for Sign Language. He intends to become an interpreter.



Cara (Shields) Eve ('12) earned a Bachelor's degree in Microbiology from the University of Tampa and is a student at Emory University in Atlanta, working on her PhD in Cancer Biology.



Manuel Thornberry ('12) earned his Bachelor's in Chemistry at USF. He is a graduate teaching assistant at Georgia Tech and is working on his doctorate in Physical Chemistry.



Meghan Kelley ('12) just graduated from the University of South Florida with a Bachelor's degree in Sociology.



Alexandria Sinadinos ('12) earned her Bachelor's degree in Marketing, with honors, from Florida State University and is headed toward law school.



Joshua Joseph ('13) attended Florida Atlantic University and is working for Humana here in Tampa.

ABOUT LEE ACADEMY



Aaron Ortiz ('14) just completed his junior year at Georgia Tech, majoring in Computer Science and minoring in Economics. He is the Head TA for the Data Structures and Algorithms course at Tech and is the lead software and programming trainer for RoboJackets, the Tech robotics club. Aaron was invited to intern at Google again this summer in software engineering.



Othman El Alaoui ('14) moved back from his native Morocco and is studying for his Bachelor's degree in Science at USF.



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



Donovan Bottini ('15) is going into his Junior year at St. Leo University, majoring in Psychology. He plans on becoming an investigative writer.



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



Lukas Harries ('15) completed his sophomore year at Vassar, majoring in Biochemistry and is now working as a teaching assistant. He is also a member of the swim team, competing as part of the 200 yard freestyle relay squad. Lukas is participating in the Research Experiences for Undergraduates (REU) Program at NC State this summer.



Nicholai Babis ('15) is in his junior year at Vassar, majoring in International Relations and minoring in German. He was a Student Fellow in 2016-17 and will be studying abroad with Bard College Berlin this fall semester.



Alexander Strid ('15) completed his sophomore year at USF St. Petersburg, majoring in Mass Communication and Journalism. As a staff writer with TFW2005, he continues to hone his skills as a writer and journalist.



Kaylie Caraway ('16) "compacted" her freshman and sophomore years into one and will be a junior at USF this fall and then plans on going to medical school.



Augustine Haile ('16) completed her first year in the Honors College at USF St. Petersburg, majoring in Anthropology. In her first year of collegiate sailing, Augustine earned her Letter Jacket and received one of three Team Player awards.



Samantha Lochmandy ('16) is a sophomore, majoring in Psychology at Eugene Lang College New School in New York City. She is planning to enter their Master's program in Social Research.



Marisol Thornberry ('16) completed her first year at the University of South Florida, studying Communications Sciences and Disorders and minoring in French.

Universities throughout the nation compete for our graduates, offering scholarships. 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, Bard College Berlin (Germany), 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, Georgetown, Georgia Tech, Guilford, Hillsdale, Marquette, New College, Northwestern, Oxford (England), Pomona, Pont Even School of Contemporary Art (France), Queens University (NC), Ringling School of Art & Design, Rollins, Rutgers, 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.

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, travel internationally and look at the world in a more holistic sense.

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. Sebastian Babis, Greyson Bottini, Alexandra Clarke, Jackson McMillan, Nicolas Ortiz and Alexander Pogrebniak participated in the following dual enrollment classes at local colleges during the 2016-2017 school year, receiving excellent grades in all classes.



Developmental Psychology, Chemistry, Introduction to World Religions, Public Speaking, Japanese, Calculus, Cultural Anthropology, Sociology, The Age of Andrew Jackson, Modern European History

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 Project Coordinator John Hendrix and Faculty Advisor Ben Sperduto, 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 30-minute presentation to family, faculty, students and mentors.

COMPUTER & CLUBS

COMPUTER

For the *LS A-C* classes, learning programming through Code Academy and touch typing skills through BBC Dance Mat typing was the focus for much of the first semester studies. *LS A* students were introduced to Paint and Word programs. *LS B* students completed their American Famous Person project in Word. PowerPoint was introduced to *LS C* students. Students in *LS B* and *LS C* started learning responsible research and citation with tools from Kiddie and Common Sense Media. 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. Projects such as *LS A/B* "Our National Parks" and the *LS C* "Space Objects" were completed entirely during computer classes.

The *LS D* class explored computer science topics covering various uses of computers, the numerous places computers can be found and the many professions that require computer literacy. Assignments with Microsoft's Word and PowerPoint helped the students to learn skills needed in other classes. Coding basics, critical thinking skills and logic problem solving were covered during early coding practice.

The *LS E* class explored the many tools available on Adobe Photoshop, creating wonderful images.

They also spent time working with Microsoft Excel, learning to create data spreadsheets, manipulate that data and show it in various types of outputs. Students also had coding time to develop critical thinking skills and logic problem solving. The final part of the year they explored computer animation, integrating computer technology with art, math and physics to produce believable character actions within the animated world.

LS F and *LS G* classes spent the first semester reviewing HTML and CSS and working on programming simple web sites. The second semester, students began learning to create programs using Small Basic, a simpler version of the Basic computer language. Most assignments had a basic version for the students to produce first, then explore how they could combine their own concepts to produce an even greater program.

All classes had lessons and discussion regarding safety online and electronic citizenship.



YEARBOOK

The yearbook staff chose a theme based on the game Monopoly for the 2016-2017 school yearbook. There are so many versions of the game available, showing how easy it is to customize the game to almost any interest or location. MonopoLEE was picked as the title. After taking thousands of pictures, the best were edited and pages were designed for this playfully themed book.

PHYSICAL EDUCATION

A combination of *Lower School A, B and C* classes participated in both individual and group activities. They worked hard on locomotor skills, as well as how to plan team play and the best strategies to accomplish a task or goal. They had to work together to move around on scooters and learned the basics of hitting a ball with a racquet for badminton. We emphasized being part of a team and how to cooperate and support others through soccer games and activities.



The *Lower School D's, E's, F's, and G's* worked on personal fitness skills as well as team sport activities, learning how to play a variety of different games, such as team handball, soccer, badminton, street and field hockey, ultimate Frisbee and Frisbee golf, different versions of capture the flag, basketball, bocce ball and many more. The purchase of new equipment using funds raised by *LS D* students allowed them to get involved in different styles of games and activities.

The *Upper School* PE group participated in group games and sports, improving their skills in soccer and basketball.

NEW CLUBS AND ACTIVITIES FOR 2017-18

Clubs and activities being added for the upcoming school year include a Coding Club (Tuesdays), a Chess Club (Wednesdays), Mindful Yoga (Tuesdays & Thursdays) and Lower School Performance Arts (Wednesdays). Being considered for introduction in the second semester is a STREAM Club (Science, Technology, Research, Engineering, Arts, Mathematics).

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.



Early Childhood classes enjoyed a year of a unique expressive arts based curriculum that included focusing on music, artists, art theory, literature, authors and story telling. While exploring our many in-depth studies, the students deepened their understanding of emerging academic skills as they became secure contributors to the class. Through research folders and dramatic play, they were artists, animals, growing plants and even koi fish. They jumped into each study with such eagerness and enthusiasm. Days were spent

with their friends, painting outside, creating collaborative art murals and growing sunflower houses. The class discussed artists and painted in the style of Monet, Picasso and Warhol. Students traveled through the world to celebrate winter holidays (they even stopped in Russia to see the Nutcracker performed!), explored Aesop's fables and created the Grimm's fairy tale of Snow White in our block area. Students worked in academic units that seamlessly tied into the in-depth studies. Literacy skills were developed through many expressive mediums and emerging math skills were practiced daily during morning work in small groups. The teachers thoughtfully developed science curriculum that focused on engineering and technology, weather patterns and life cycles. Through meaningful and mindful experiences, the Early Childhood students enjoyed a year of wonderful academic and enriching experiences.



Looking Ahead to the 2017-18 year, the EC class will start with a study of oceans and parks and will be visiting the Florida Aquarium, the Clearwater Aquarium and Upper Tampa Bay Park.

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 last 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!

ENGAGE YOUR GIFTED CHILD IN READING

Among the many traits and characteristics of high-ability children, one frequent indicator of giftedness is learning to read at a very young age - often with little support from adults. There are several ways to keep your gifted child engaged in reading to provide her/him with a lifetime of benefits.

- ***Start young***
- ***Have appropriate resources available***
- ***Provide different text types***
- ***Advocate for your child***
- ***Set an example***



An in-depth article on the above can be found in the National Association for Gifted Children (NAGC) magazine, *Parenting for High Potential*, March 2017.

T H E A R T S

MUSIC

This year we focused on famous operas and suites. The *LS A - LS D* group listened to and watched *The Magic Flute* and *Peter and the Wolf*. For listening skills, they learned to recognize *The Flight of the Bumblebees*, *In the Hall of the Mountain King* and Vivaldi's *Winter*. The *LS E's* focused on the History of Jazz, learning about the time period, the style, the instruments and the vocal performers. In addition to listening skills, students spent time learning basic rhythm techniques, in which they were able to read rhythm on sheet music. The students were also taught the emotional aspects of music and how to express the way in which certain sounds and songs make them feel. Classes focused on instrumental music, ranging from the old classical composers to the contemporary native american flute.



ART



This year in Art Studio, *LSA's* learned about color theory, the elements of color mixing as well as the definition of warm and cool shades. They practiced this by creating many pieces of art using the idea of hues and color value. They also worked on hand-eye coordination as it pertains to art and abstract cutting of various shapes to produce a multitude of visual pieces as well as collages. The students also enjoyed learning about a young Pablo Picasso and how he turned his everyday homework into works of art. The *LS B&C* groups focused on design and creating pop art. They used the contemporary theme of the ever-so-popular cupcakes to learn about Andy Warhol's Campbell Soup Cans. Students also learned card-

board building techniques and design elements while creating miniature fairy houses. Trial and error was an important factor, as building a 3D structure with recycled materials is not a science. The *LS D* worked with weaving and learned about tapestry art, as well as spending time getting to know famous works of art by learning the history behind their favorite paintings and reproducing them. The *LSE* worked with glass pieces to create an amazing mosaic; they collaborated on the theme and design and worked very carefully and patiently with the mosaic pieces. The *LS F* also worked with collage, but with a different purpose: color matching with various textures and design to create unique mosaic. Color theory was an important factor in picking similar colored textures. The *LS G* perfected their oil pastel skills, learning smudging technique to create depth. They spent time learning the history of surrealism and transferring the principle to their own lives. The Upper School students enjoyed coming into the art room during their free time and expressing their desire to create and learn about techniques in which they were interested. This shows the love of art in these students.



THEATER

The annual Night of the Arts, held on Friday, March 30th and Saturday, April 1st, featured the performance of Jerome Lawrence's and Robert Edwin Lee's *Inherit the Wind*. This year's play was chosen as a result of the current political state of our country. The play was also intended to defend intellectual freedom. According to Lawrence, "we used the teaching of evolution as a parable, a metaphor for any kind of mind control. It's not about science versus religion. It's about the right to think." The play further explores how when two people who have been friends their entire lives disagree over a principle held very dear to each, they must come to an understanding to agree to disagree rather than allowing it to divide them. (See Page 1 for pictures and more summary)

L O W E R S C

MATH

The *LS D* group learned all different forms of math this year. They started on numbers to the millions and rounding, had a review of double digit multiplication and division, followed by a big unit on fractions. The next unit was a geometry unit on shapes and their equations, including triangles, parallelograms, circles and trapezoids. They worked on expressions with variables, ratios, and proportions and the properties of different types of angles. Students also learned about negative numbers, exponents and order of operations. The *LS D*'s also ran our Friday Fundraiser, selling drinks to raise money for additional PE items such as kick balls and field hockey sticks.

The *LS C* class started the year with rounding, multiples and factors, then moved on to double digit multiplication and division. In the fraction unit, they added and subtracted unlike denominators and converted mixed numbers and improper fractions. While learning the Angles Play for the winter performance, they worked on creating angles and measuring them up to 360 degrees. The decimal unit touched on rounding, place value and all the operations. Symmetry was next, where students developed their own small symmetrical figures out of construction paper. They 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 how to subtract with borrowing into the thousands, the basic functions of the multiplication tables and division with remainders. They studied money, recognizing the amount and the names of each coin and how to make change and count money. They learned all the different measurements of the metric system and the U.S. Standard measurements and then how to convert each measurement. They looked into the basics of forming fractions and how to simplify each one. We talked about the parts of a clock, how to tell time to the minute and elapsed time.

The *LS A* group started the year working on the formation of numbers up to 100. They reviewed the basic operations of addition and subtraction then borrowing and carrying. Students learned how to use a tape measure in both the metric and US standard systems. They took an adventure around the room measuring various objects. Multiplication facts for 2, 3, 4, 5, and 10 were covered, as well division for the same fact families. They took a small trip into area and perimeter to understand the concept of different shapes and patterns.

SOCIAL STUDIES

LS D students explored American History by learning about the story of the Colonies and state of Florida. Emphasis was placed on analysis of primary sources such as the Constitution and original documents from the Library of Congress. Science tied into Social Studies curriculum when they studied the Floridian Aquifer system and the effect of the Asian Citrus Psyllid on Florida's citrus industry. A field trip to Tampa History Museum capped off the year.



LS C students embarked on a year of exploration of the American landscape learning about national resources, landmarks and history. Stories played a prominent part in Social Studies this year, with each student learning a regional tall-tale and creating character hand puppets. Geography and settlement patterns based on climate were integrated during a science-based biome project, also using PowerPoint. The Morning Market was a way to tie in an example of goods and services.

The *LS B* class explored American culture and history, but with a focus on finding factual information in their reading. Using their studies of government and community, students created their own civilizations complete with laws and unique cultures. Students also studied folk traditions and songs.

The *LS A*'s "tour of the world" took them to Mount Everest, on a safari through Africa and to the shores of Ireland. Using dramatic play, they put themselves on board the Mayflower, steered a covered wagon along the Oregon Trail and threw a tournament in a Medieval Castle. During an economics unit on the Silk Route which culminates in a trading game, students learned about ancient history and the cultures and geography of Asia. During an Ancient Artifact Dig, students learned how history is unearthed by careful scientists and then pieced into meaning by historians and artists.

H O O L A - D

SCIENCE

The *LS C* students focused on improving skills as a scientist, primarily working together and using tools. Soil science and geology were the focus in a cross disciplinary unit with Social Studies. Students explored the universe creatively while also following the Lawrence Hall of Science “The Moons of Jupiter.” The Science Fair allowed students to explore a topic they were most interested in while teaching a more rigorous process of inquiry and executive skills, including identifying variables and using a graphing program to organize data. A field trip to Weedon Island State Preserve in late spring directly tied into their unit on Life Science.

LS B students worked in the organic garden to enhance their topical learning and experience real-world problem solving and experimentation. They grew pollinator-promoting plants that looked and tasted beautiful. This tied into their Lawrence Hall of Science unit on Bees. Students participated in a variety of projects, such as ‘B’ Healthy posters and creating a Guess the Habitat game. Their visit to the Florida Aquarium was a great way to connect studies of healthy environments with real world examples.



The *LS A* class discovered that Lee Academy’s organic garden was a source of observational wealth and sensory pleasure throughout the year, whether learning about decomposition of dead things or reproduction by live things. The year has been about refining observations that are quantitative and qualitative. 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 continuing to learn about using tools like 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.

LS A students were busy putting together their *Paragraph Books*, learning how to write topic sentences and provide details. These first steps in the writing process are recognized as pre-writing and the first draft. In *Grammar Island*, words in sentences are labeled as a part of speech. The students have become familiar with the eight parts of speech and how they function in sentences. In addition to the Junior Great Books Interpretive program, different genres, such as non-fiction, historical fiction, biography and fantasy stories are at the core of the reading program.

The *LS C* class worked hard on creating fabulous sentences and paragraphs. The foundation was laid and students improved on and refined their work. Narrative, descriptive, persuasive, compare-and-contrast and “how-to” paragraphs were studied to assure students can write multiple types of paragraphs. Figurative language was a favorite lesson as students wrote similes, metaphors and explored personification and alliteration. The final lessons emphasized how to organize sentences and details into paragraphs and finally how to organize paragraphs into an essay. In *Paragraph Town*, several colorful characters took the students on a journey to discover the importance of writing clearly, further emphasizing the concepts covered in the writing program. The year culminated with a research project that involved interviews, research and a personal opinion, brought together in a research paper. A presentation was given by each student to explain his/her findings.

The *LS D*’s found that writing a clear and well organized paragraph is a necessity for the success of any future writing endeavor. These students went into depth with brainstorming, organizational skills, main ideas, topic sentences, supporting and body sentences, transitions and conclusions, resulting in refined writing skills. In *Grammar Town*, the students discovered that grammar can actually be fun and incredibly useful, especially when used to improve writing skills. The sentence lessons expanded into finding direct and indirect objects, subject complements, phrases and clauses. The students felt that labeling sentences was like solving a puzzle! *A Land Remembered* was their favorite reading selection because of its vividly told events that depicted early life in Florida and many of the places described were recognized by the class.

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. 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

The *US C&D* students completed their second year of discovering the language and culture. They have become very competent in a wide range of topics including TV and cinema, giving directions, the weather, eating at a restaurant, travel and vacations. They constructed their own board game and visited an online clothing store in France where they chose a new wardrobe for themselves and also one for their teacher, whose fashion sense apparently needed to be updated.



German

The *US E's* completed the final year of their German course and covered topics including: personal leisure time preferences and expressing opinions, the US and German education systems, part-time jobs for students, career goals, planning a vacation trip, describing past travel experiences, booking accommodations, visiting places of interest and writing postcards and e-mails. Appreciative of German food, they also competed against each other to be the best chef, each coming up with a dish using the same ingredients – *es war ganz lecker!*

Latin

The beginners in *LS G* covered a lot of ground in their first year of study and found that playing charades helped them to memorize the meaning of verbs! Topics included episodes from early Roman history, mythology, government in the time of the Republic, public entertainment, education and the Roman army. Their growth in understanding the language was remarkable. In the National Latin Exam, a student in *US A* achieved a perfect score and two of the seniors were awarded silver medals for their performances. Congratulations!

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 for students of all levels. Their musical talents continued to be incorporated in class as well as in performances.

Early Childhood classes enjoyed singing the songs, learning new vocabulary and making basic sentences with picture cards. They developed good retention and were able to answer simple questions, showing improved comprehension. Students loved watching funny videos that reinforced what they were learning. They also performed the chocolate song for Cinco de Mayo!

In addition to doing a great job learning new vocabulary and song lyrics, the *LS A* class improved their reading and writing skills and were quite adept at answering questions in Spanish. They also enjoyed learning and performing the Jarabe Tapatio (Mexican Hat Dance) for Cinco de Mayo.



The *LS B/LS C* Group had the opportunity to perform a weather report with puppets. They learned many new songs and a lot of vocabulary. Towards the end of the year the class read their first novel, *Las Aventuras de Isabela* by Karen Rowan. Then they acted out parts of the book and were videotaped.

The *LS D* group had the opportunity to read the Spanish novel *Brandon Brown quiere un perro* by Carol Gaab. They answered questions and later acted out scenes from the book. During Hispanic Heritage students performed a wonderful salsa dance. They proved to be great dancers!

The *LS E & LS F* groups started the middle school/high school textbooks this year and learned the material quickly. Karaoke was also introduced and the students couldn't wait to sing in Spanish using the microphone! Through this they improved their pronunciation and acquired new vocabulary.



The *LS G* group performed *Los músicos de Bremen* during the Hispanic Heritage Event and made excellent progress in learning new material. They truly enjoyed the chocolate sampling during our unit on the "History of Cacao."

The *US A's* wrote and acted in some very funny cooking shows. They also showed improved overall comprehension and conversational skills. Together with the *US C* group, they learned about Don Quixote by reading the novel and performing it during Hispanic Heritage. Our Hispanic students did various presentations covering different topics.

The *US D/US E* group continued to enhance their comprehension skills by listening to authentic Spanish songs, watching videos of native speakers and having discussions. Videos included topics such as endangered animals, environmental concerns and recycling. The students also studied non-profit organizations that help the needy such as Habitat for Humanity and others in Latin America. They made presentations on a variety of topics and created role plays correlating to different chapters in the book. Students showed great creativity in their role-playing.

The Hispanic Heritage event was filled with great performances by all the groups including singing, performing traditional dances from various Hispanic countries and acting in original skits. Many students were also involved in playing various instruments to accompany the songs. As always, the traditional Hispanic luncheon was delicious!



The students are looking forward to another great year, one with new opportunities for language acquisition and great cultural learning experiences!

LANGUAGE ARTS

This year has been full of learning opportunities of every type imaginable for each of the English classes. We began the year with Summer Reading. Additionally, each class throughout the year was involved in a variety of learning experiences. Vocabulary study was a central part of our study with weekly vocabulary lessons and periodic tests and reviews while Independent Reading offered students the chance to read additional novels or plays according to their level of study.

US E Advanced Placement English Literature and Composition 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 throughout each time period. Major works included *How To Read Literature Like a Professor* by Foster, *All the Light We Cannot See* – Doerr, *Medea* by Euripides, *Hamlet* by Shakespeare, *Heart of Darkness* by Conrad and *Fences* by Wilson.

US C/D: The Non-Fiction and Rhetoric class focused on art of rhetoric and the skills of debate and argument with a study of various non-fiction essays, speeches and articles. Major works studied included *Thank You for Arguing* by Heinrich, *The Color of Water* by McBride, *The Narrative of the Life of Frederick Douglass* by Douglass, *The Things They Carried* by O'Brian and *In Cold Blood* by Capote.

US A: The first semester was spent in grammar as it pertains to writing with further study of the expository and literary analysis essays including the study of various short stories. The second semester included a study of Greek Mythology and the Hero's Journey as well as *The Book Thief* by Zusak, *Animal Farm* by Orwell, *Our Town* by Wilder and *Zlata's Diary*.

LS G: The fall started with a very detailed grammar study, picking up where the class finished the previous year and focusing on using grammar skills for literary analysis and composition. Students progressed to advanced writing of the 5-paragraph essay to include both literary and expository formats. During the second semester the class focused on short stories by reading a variety of stories by various authors. Students also read the novels *The Outsiders* by Hinton, *The Westing Game* by Raskin, *The House on Mango Street* by Cisneros and *The Miracle Worker* by Gibson.

LS F: The first semester was spent in a very detailed grammar study of the various parts of speech as well as sentence structures. During the second semester, the class moved to composition of introductory paragraphs with correct theses, conclusions and full paragraphs to complete 5-paragraph essays. Students also read the novels *Crispin* by Avi, and *The Boy in the Striped Pajamas* by Boyne.

LS E: In *Grammar Voyage*, the parts of speech, parts of the sentence phrases and clauses were mastered. The focus was on sentence labeling which consists of identifying the function of the part of speech in a specific sentence.

Creative Writing Elective with Mark Trumbull.

To do it well you have to create characters that a reader can understand and identify with. This takes hard work. To do it well you need to put a little bit of your own secret self on every page, and that is what makes the process of creative writing such an awful, emotional rollercoaster for the writer. This fall semester there were five students who undertook the challenge.

As strange as it might sound, the process of creative writing is really about developing ones sense of discernment. It is the agonizing and brutal process of interrogating absolutely everything a character thinks, or says, or does, to ensure that it makes sense in the context of the story so that the reader will not only understand what is happening, but more importantly, why it is happening. Creative writing is a study in the human condition, and the application of our common humanity to characters who live only on the written page.

During the semester there was much gnashing of teeth, and throwing up of arms, and frustration, and quitting, and restarting, and starting again from scratch, and a general hatred of the man with the impossible expectations and the unending supply of red pens. But slowly, and by degrees, discernment found its way into their thinking, and onto their pages, until they found their characters begin to come to life, and clamor to have their stories told.

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 began the year with a look at the increasing partisan divide in American politics, which helped to provide context for the memorable 2016 presidential election. They also engaged in numerous discussions about enduring questions of political theory, including concepts like legitimacy, popular sovereignty and equality in its various forms. Both Lower and Upper School civics classes delved into the structural workings and Constitutional underpinnings of the US government. This provided them with a sturdy foundation for conversations about various current events making headlines. They also focused on current events, both major and minor, in an effort to better understand the tensions beneath the intense policy debates in America today. Readings and discussions took the class in directions they often did not anticipate, but every detour eventually brought them back to the core themes of American politics: liberty, justice, equality and opportunity. If the last year has taught us anything, it's that civics education is more important than ever.

LOWER SCHOOL E - G

Geography students spent the year looking at a wide range of countries and cultures. News articles focusing on foreign events and in-depth documentaries helped them to appreciate the unique circumstances facing societies around the world. Ancient Civilizations students learned to look at the past not as a static, lifeless entry in a textbook, but as a living, breathing world populated by diverse peoples with concerns and struggles not dissimilar to our own.

Looking Ahead to the 2017/18 year, Upper School students can expect more directed reading and writing projects to help better prepare them for college coursework. Lower School students will have more opportunities for hands-on assignments to help them engage directly with their subjects. We look forward to presenting them with new challenges in the upcoming year!

GAME DESIGN ELECTIVE

This elective exposed Upper School students to a wide range of board, card and dice-based games. The gaming industry has exploded into a huge business over the last two decades, thanks in large part to the Internet. It is easier than ever to both manufacture games of all kinds and make them available to eager customers. Crowdfunding resources like Kickstarter have even made it possible for the smallest companies and independent designers to create professional quality products and direct them to highly targeted audiences. Game design has come a long way from the days of simplistic board games, often incorporating multiple interlocking rules systems to create a highly unique experience. Students examined some of these games and identified what qualities made them so compelling. In addition to reviewing the mechanics that underpin modern games, the class also learned about the marketing aspect of the game industry. For their final project, students made their own games and shared them with the rest of the class, resulting in a few favorites!

ELECTIONS

The 2016 election provided a roller coaster ride of a civics lesson in electoral politics, polling methodology, media practices and voting practices. With election related news breaking on a daily basis before and after Election Day, both Lower and Upper School classes had multiple opportunities to learn about some of the more arcane elements of the American political system. Some memorable discussions included the structure and function of the Electoral College, the organization of polling precincts, the politics of Senate confirmation hearings and how the Constitution's system of checks and balances works in practice. While it was difficult to keep up with the news cycle at times, the election gave students a better understanding of our political system and helped them to understand how ordinary citizens participate in the democratic process.



M A T H

UPPER SCHOOL

We have set the goal for every student to achieve mastery of each concept 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 D&E* students took Calculus I. They covered topics including limits, differentiation and integration (definite and indefinite) for trigonometric, logarithmic, exponential and other transcendental functions. The class discussed the importance of critical numbers for finding relative extrema and points of inflection. Toward the end of the year time was spent reviewing the concepts covered and preparing for the AP test. Once complete, students closed the year by presenting mini-projects on given mathematical topics such as the importance of unsolved problems and the many proofs of the Pythagorean Theorem.

The *US C & D* groups took the Algebra II course. They learned to solve and graph polynomial, radical, rational, exponential and logarithmic functions. The class discussed the relationship between functions and their inverses. In addition, students worked with matrices and imaginary numbers, explored quadratic relations and identified sequences and series. All the skills they mastered will help them advance to Pre-Calculus.

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

LOWER SCHOOL E - G

The *LS G* group took Pre-Algebra. The concepts they learned have given them the 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. Toward the end of the year, students completed an extended unit on Geometry and strengthened their spatial reasoning skills.

The *LS E&F's* took Pre-Algebra Fundamentals courses which helped them to master all 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.



UNEARNED PRAISE

The columnist George Will recently wrote an op-ed piece for the Washington Post lamenting the impacts of unearned praise in educational institutions. While centered on universities issuing significantly more “A” grades without the commensurate quality of work, this trend is also evident in the K-12 education system. According to Tom Nichols at Harvard, unintended consequences result, including an inflated ego, difficulty in taking criticism and the feeling that moderate effort is all that is necessary to achieve curriculum mastery.

At Lee Academy, we have developed an advanced curriculum that incorporates critical thinking at all levels. Our small class sizes allow every student to participate fully, asking and responding to questions emanating from the material. Lee’s teachers work with each student to help them secure mastery of the subject, exhibit creativity and reach their full potential. While there is much to praise with these terrific children, it is all well earned!

S C I E N C E

This year, Science started with a blast, literally! Students in LS E thru US A travelled to NASA's Kennedy Space Center to learn about space flight, robotics, physics and what it is like to be an astronaut. They toured the facility and then spent the night under the Atlantis Space Shuttle. The next day was full of advanced technology simulations, spaceship tours and Mars exploration data. This coincided with Physics curriculum back at Lee as well as student presentations on famous astronauts, space rockets throughout history and their respective chemically reactive fuels.



Students in LS D through US A have been hard at work in our garden all year helping with Project GROW. This year produced great crops of cauliflower, kale, tomatoes and peppers. Though not all plants flourished, students learned about the impact rain patterns, natural fertilizer, local pests and diseases can have on the harvest in our gardens. Students in LS F were happily able to add avocado trees to our campus this year, thanks to donations.



LS D through LS F students participated in various hands-on inquiry labs to answer such questions as "How to pop a balloon without a sharp object?", "How to genetically create the best pollinator for Lee Academy?" and "How do the forces of flight impact space rocket design?" These students also participated in Science Fair Projects, focusing their scientific interest on one question and giving a research based presentation. They incorporated various tools to answer their inquiries such as making a model of a heart to show how it works, demonstrating their own brand of perfume to see which smells interact best with different people, or experimenting with electricity and liquids to understand when rust can be removed. LS D & E's performed a student written play, *Plant Cell City*, showing how organelles have to work together to protect and gain energy for their cell to survive.

LS G students focused on Earth Science this year. Students participated in labs such as rock identification, properties of water, ocean current predictions, the discovery of global warming and the history of the universe. Students also worked all year on our compost project, getting dirty to help ensure our garden soil is full of carbon and nitrogen. This project, and their field trip to tour the waste-to-energy landfill, also helped them connect how problems such as saltwater intrusion and greenhouse gas emissions can be reduced by sustainable "recycling" of waste.

US A's had a rollercoaster of a year learning chemistry, biology and physics for high school credit. Their curriculum included traditional labs on atomic modelling, acids, bases and photosynthesis, but also incorporated creative long term projects. Students used their own ideas to create a Periodic Table; for example calling Noble Gases "Flying Solos" since these gases won't bond with other elements. US A's also presented to younger students on how their favorite sport relates to speed, acceleration, Newton's Laws and various types of energy.



Upper school students in US C thru E learned about all the systems in our bodies during Anatomy and Physiology. Students made models of various body parts, videos of different systems, presentations on various diseases and ended the year by combining this knowledge into their own resourceful *Book of Health*. Three times this year they headed to HCC, sometimes with the LS F class, to enrich their dissection skills and use technology for chemical analysis of skin and blood.

Nest year, we are headed to the Everglades to learn about the diverse habits and importance of this biome to Florida's past and present.

IN THE FIELD

ABILITY GROUPING IS ESSENTIAL

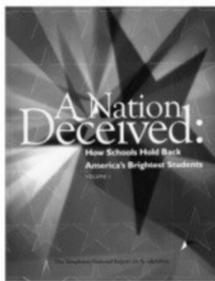
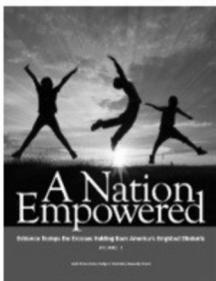
Letting children learn amongst peers who grasp concepts at the same pace and with the same degree of complexity is at the core of the Lee Academy philosophy of Individualized education. This “ability grouping” is off the menu in most school districts or is limited to some high school students. One of the biggest limitations viewed with ability grouping in public schools is that it is equated with tracking - and tracking has become a dirty word in public education circles. As a result, ability grouping has been eliminated from many school districts, especially from their middle schools. It is almost never considered in elementary schools.

In this one-size-fits-all trend, mixed ability classes are prescribed to offset any potential insecurity some students might feel if placed in a less challenging class, and presumably to inspire them to attain the same level of achievement as their higher ability classmates. Mixed ability classes are based on a rationale that gifted and high ability students will do just fine regardless of the curriculum and the other students will benefit from the presence of high ability role models.

No evidence is provided that shows advanced or gifted students will truly “learn” from academically struggling peers. They may also feel frustrated with the class and/or feel compelled to mask their abilities so they can fit in. It is also difficult for any teacher to adequately differentiate instruction on a daily basis, particularly with larger class sizes.

Middle school students struggle enough already. The social demands are enormous, the challenges of puberty, hormonal changes and pressure to conform are overwhelming. Why create an even more stressful environment, where gifted students are faced with the choice of “dumbing themselves down” to fit in? Many schools eventually offer some advanced opportunities at the high school level, in the form of honors, AP or IB classes, but the academic needs of highly able middle schoolers are often viewed as less important. Those students are irreparably damaged prior to reaching high school level.

Gifted children's academic needs are sacrificed for the supposed “good of the whole” when ability grouping is eliminated. A 2013 National Bureau of Economic Research study concluded that ability grouping, particularly at the middle school level, not only improves academic scores for children at all levels, but may offset some of the social and emotional turmoil these students experience. As stated by former NAGC President Paula Olszewski-Kubilius: “When used properly, ability grouping does not affix permanent labels to students and does not prevent students from moving - either up or down - during their educational careers. Rather, flexible ability grouping is a tool used to match a student's readiness for learning with the instruction provided, delivering the right content to the right student at the right pace and at the right time.”



STATUS OF GIFTED EDUCATION

These two notable studies address the state of gifted education in the nation. Check the Lee Academy website for more detail.

A Nation Deceived: How Schools Hold Back America's Brightest Students is a watershed work that informed us of the status of research-based practices for challenging academically talented youth. Despite the evidence that acceleration is a beneficial practice when implemented correctly, many teachers and parents are reluctant to accelerate students. The report presents the research on acceleration in an effort to increase the number of students who have access to acceleration.

A Nation Empowered provides an update to that watershed work and tells the story of how well we have applied what has been learned. This report supplies evidence that no other educational intervention works as well as acceleration for gifted students. It provides parents, educators, administrators and policymakers with the research on acceleration and the tools to advocate for the nation's brightest students.

OF EDUCATION

BE CREATIVE AND SCHOLARLY Heather Brown, Midland Report Telegram

In this time of high-stakes testing, creativity has been the first great fatality. Teachers are abandoning creating and inventing for worksheets and review, pouring information into students rather than letting them discover it for themselves. This is tragic for the gifted learner. The students who will be creating our future don't have a chance to color outside the lines or imagine what could be. Research shows that creativity, such as a muscle that has not been exercised and conditioned, will drop drastically around fourth grade. At that critical time when abstract thinking is beginning to set in, it is vital that students remain curious and engaged.

In addition to exhibiting creativity, gifted learners need to be scholarly. They need to thirst for knowledge and question independently. They must be offered opportunity for independent thought. They need to be challenged and learn to take risks without fear of failure. These skills may only be gained by hands-on experience where these traits are encouraged. These skills will not be accurately measured on assessments, but in the medicines, cures and businesses created.

Without self-efficacy, the above-mentioned traits are useless. Students gain self-esteem by being told they can do it. They gain self-efficacy by trying hard things and completing them, showing themselves they can do it. Self-efficacy may only be gained by a bit of a struggle and a series of trial and error.

Gifted learners are often the forgotten population. They will be fine anyway. They can take in and regurgitate information with the best of them. They are, however, our future doctors, engineers, presidents and inventors. I'm not sure I want my future doctor to have had a "fine" education experience. I want her to be one who thinks outside the box and uses creativity to find solutions and treatments for patients in need.

Intelligence Denied: When gifted children's abilities are ignored

Recently, Kevin Gover, Director for the National Museum of the American Indian, spoke at Brown University's commencement baccalaureate. Among other things, he noted that when he was a child, he *knew* that he was smart, but as part Native American, he struggled to reconcile this self-awareness with negative images portraying Indians as "dumb." He addressed the questions of "what happens when gifted children know they are smart, but society or schools tell them they are wrong?" and "what happens when they sense they are different from their peers, but no one tells them why?"

When giftedness is denied, dismissed or ignored, negative outcomes, such as the following can occur:

1. *They know they are different, but can't understand why.*

Gifted children may feel confused about their differences. They recognize how easily they grasp ideas and information when compared with their peers, but don't have a context for understanding this. As a result, they may deny their giftedness, minimize it, distort it, compartmentalize it or feel guilty about it.

2. *They may think there is something wrong with them.*

Gifted children are often highly sensitive and emotionally reactive and have a heightened sense of fairness and justice. They are prone to overthinking, perfectionism and existential depression. Without someone to help them, they may assume that they are unstable.

3. *They become chronically bored in school and learn to disrespect the system.*

Gifted students whose abilities are never identified or challenged become bored and may assume traditional learning environments are a waste of time. While some may passively withdraw, others become vocal about their dissatisfaction and cause trouble.

4. *They fail to reach their potential, having missed out on stimulation or challenge.*

Gifted children who are never challenged and who coast through school do not have an opportunity to hone their skills through meaningful learning and practice. Gifted students are held back when forced to endure repetitive, rote assignments instead of challenging learning options.

5. *They assume that they never have to work hard.*

Gifted students who are never challenged and who easily receive good grades often become complacent. They assume academics should come easily to them and never develop necessary study skills.

ITEMS OF INTEREST

Protecting Your Child from Negative Messages in the Media

It seems that every time you turn on the televisions or the radio you hear nothing but negative and controversial messages. Gifted children may exhibit characteristics that make them susceptible to nervousness or anxiety when exposed to negative messages in the media. Some of these characteristics are:

- Deep intense feelings and reactions
- Highly sensitive
- Idealism and sense of justice at an early age
- Concern with social and political issues and injustices
- Vivid imagination

With so much media content and so many ways to watch TV shows, videos and movies or play video games today, it's getting harder and harder to filter the content kids are exposed to every day. Children will inevitably have some exposure to frightening or inappropriate content even if you do your best to screen what is seen at home on TV, in movies or on the Internet. The following tips are suggestions for parents to consider when limiting a child's exposure to the media.

- **Know your child's friends.** Consider steering your child toward friendships with kids whose parents also believe in minimizing exposure.
- **Check out media content review websites for parents.** One great resource to check out is *Common Sense Media*, a national organization of child experts who screen movies, video games, TV, books and other media to help parents make appropriate choices for their children.
- **Consult with other parents.** You can exchange information and advice and get the latest report on what kids are into.
- **Cut back on screen time.** Research has shown monitoring of screen time can lead to a number of benefits such as better sleep and improved grades. Of course, limiting technology in general and reading together or going outside is always a good idea!
- **Tailor choices to your child.** Be careful about letting your child see something you know may upset him/her just because he/she begs you to do so. It's likely that the child is reacting to peer pressure from a friend who may have seen it.
- **Talk about the content.** Research shows that parental monitoring of media content, which includes watching something with your child and discussing what you saw, protects children from the negative effects of violent media content. Teach your child that not everything they hear on TV or the radio is sensible, or true, and explain why. Consistent messages from you can counteract what they hear and see in the media and pictures some kids post on social media.
- **Monitor and limit your child's exposure to the media.**

Joseph A. Califano Jr., the author of *How to Raise a Drug Free Kid*, recommends starting conversations with your child before the teen years. Children are targeted by the media at a young age and are very impressionable. Overall, being vigilant and involved with what your child is doing on a daily basis is the best prevention for protection from negative reactions to disturbing content. Any information about our world today seems to emphasize sensationalism and the negative. It is essential that children, especially the sensitive gifted, have a support system to help them understand and process the messages received from the media.

Sources:

verywell, *School-Age Children- Limit Your Child's Exposure to Violence in the Media*
Tips on Life & Love-Protect Your Kids From Negative Messages in the Media

GROUP DYNAMICS

LS A/B *Me Bags*, paper bags decorated with pictures and words, was a fun way for students to introduce themselves to the group. The bags represented interests and hobbies as well as likes and dislikes of each individual. Character traits such as perseverance, having good manners and trustworthiness were some of the themes explored by the students. How to be a good friend and how to maintain friendships was the topic to introduce the *Steps to Respect* program as well as discovering how to work together effectively. Compromise, inclusion and how to respectfully disagree were practiced. In the *Steps to Respect* lessons, the students learned how to join a group, what is and isn't bullying, how to respond to a bullying situation and what to do as a bystander. Stories, films, role playing and songs enhanced the learning of these concepts.

LS C/D A jump start activity to the new school year and the new group was *Wanted Posters*, an activity to introduce oneself. Teamwork activities followed with a discussion on what is "team member language." Group team building games helped to provide practice for team member behaviors. A unit on decision making included having students decide how they would allocate money if they were in charge of the money for their family. Other curricula utilized were: *Stick-Up for Yourself*, *A Kid's Guide to Personal Power and Positive Self Esteem*; *Being Your Best*; *Character Building for Kids 7-10*; and *Steps to Respect - A Bullying Prevention Program*.

LS E The school year began with an activity titled, *Superhero, that's Me!* The students stretched their creativity muscles with this fun activity that asked them to make two cards: *The Real Me* and *The Fantastic Me*. The cards were to reveal personal information such as your abilities, hobbies, interests and anything you are famous for. The *Go Program* is a series of lessons that emphasizes a variety of character traits based on these ideas: "Being the change you want to see. If you want people to respect you, respect others. Change always begins with one. Be the one and go for it!" Each lesson has a video clip with a cast of characters that are present throughout the curriculum. The students enjoyed relating with realistic characters in real situations. The desired outcome is for young people to apply these skills to their lives. It is also a program that culminates lessons some of the students had previously in the group dynamics classes.

LS F This group of lively students enjoyed experiences with improvisation. Improvisation is a risk-free practice for life and a way of seeing failure as opportunity, both important lessons. The students developed a "group mentality" as a result of taking part in these sessions and learned that acceptance and tolerance are important character traits to have. *What a Group!*, a unit that focused on examining how people behave in a group, guided the students to learning what factors make a group function more effectively. This unit was full of activities that challenged the patience and cooperation of each student. A favorite activity was a role-playing game that revealed what hidden agendas are and the effects they can have on a group striving to reach a group goal. The class also utilized *Fighting Invisible Tigers*, a curriculum designed to help gifted students cope with the challenges in their lives, with topics including: being assertive, short & long term stress, risk-taking, stopping negative coping behaviors and the burden of perfectionism.

One of the goals of presenting these life skills to middle school students is to provide information they need in order to apply the skills to their everyday lives. The students finished out the year with *The Survival Guide for Making and Being Friends*. This book focuses on improving social skills and forming and maintaining lasting friendships. Particularly enjoyed were the *What would you do?* activities and the quick quizzes. The language in this book is kid-friendly resulting in relevant content that is enjoyable as well as uniquely informative for this level.

Some **LS F** student comments on the *Survival Guide*:

- "I have learned some new tips on making friends and dealing with bullies."
- "This book reinforces the importance of the many rules that you already have been taught and teaches you new ones."
- "I think that the book could make it easier for me to make new friends and also help develop my friendships with old friends."

W E L L N E S S

IMPACT OF HEALTHY LUNCHES

A new study confirmed a positive connection between healthy lunches and academic performance. Professor Michael Anderson and his colleagues collected data from California school districts over a five-year period. They scored the nutritional content of school lunches and studied how students at schools with healthy lunches/vendors stacked up against their peers on state tests. In pursuit of that answer, the study's authors compiled a database covering the same five-year timespan with school-by-grade-level test results on California's Standardized Testing and Reporting exam. Test score data came from some 9,700 elementary, middle and high schools.

The research found that contracting with a healthy meal vendor correlated with increased student performance. What's more, the study found that it cost about \$222 per student per year to switch from in-house school lunch preparation to a healthier lunch vendor

Healthy Nutrients for a Healthy Brain

If you could look inside your brain, you would find six trillion cells and a biological computer far more complex than anything created by Apple. The production of new brain cells lies at the heart of brain development. Critical to this neurogenesis are several vitamins (A, B-complex, C, D, E) and other nutrients such as Folic Acid, Essential Fatty Acids, Phospholipids and Neurotransmitter enhancers.

DON'T SIT STILL !!!!

"Sit still" is often the mantra given every student. But evidence builds that taking brief activity breaks during the day helps children learn and be more attentive in class. A 2013 report from the Institute of Medicine concluded that children who are more active "show greater attention, have faster cognitive processing speed and perform better on standardized academic tests than children who are less active." And a study released in January by Lund University in Sweden shows that students, especially boys, who had daily physical education, did better in school. James F. Sallis, a professor of family medicine and public health at the University of California, San Diego, found that "Activity stimulates more blood vessels in the brain to support more brain cells" and added that "it also makes kids want to come to school more — it's fun to do these activities." Even with these findings, most school districts do not embrace the trend of movement, claiming academics as a priority.

At Lee Academy, we emphasize activity and movement throughout the day. All Lower and Upper School students change classrooms every 45 minutes, often visiting their lockers. A 10-minute break is provided between the second and third class periods, with children encouraged to get outside and move around. Our full 50 minute lunch period is spent outside, giving students a chance to eat leisurely, then play around on campus. Lower School students have a full class period of Physical Education every day. When appropriate, our teachers often hold classes outside. Inside the classrooms, there are many experiments and hands-on activities. Our well-treed campus also encourages outdoor activity and includes an organic garden, tended by the students. None of this comes at the expense of academics, it actually enhances academic learning while also building physical and psychological wellness.

Five Strategies to Get Kids Eating Good Food

From Dr. Mark Hyman, Medical Director at the Cleveland Clinic for Functional Medicine

While changing your family's way of eating might seem easier said than done, these five strategies can introduce your kids to good-for-them foods that also taste good.

- 1 Take things slowly.** Ideally, healthy eating should start when your child is young, but don't let that stop you with older kids. Take it one food at a time so you don't overwhelm them and you can track which foods work and which don't.
- 2 Involve your kids.** Children need to feel included. Get kids in the kitchen cooking with you when they are young (or at any age). Just like adults, they crave meaning and purpose. Helping prepare meals builds their self-esteem and identity.
- 3 Make cooking fun.** Mixing some fun into their kitchen experience enhances the experience. A few well-planned strategies makes cooking attractive and "cool."
- 4 Let your kids choose.** Kids like options. Brainstorm what to include on the weekly menu. Provide ideas and have them weigh in and pick among different recipes.
- 5 Have your kids create the shopping list.** Teach them how to choose the best quality fruits or vegetables by showing them what to look for in texture, color and aroma.

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 went through a complete transformation! The new website is more interactive, graphically rich, more intuitive, easier to navigate and enriched with content on Lee Academy and gifted education. It is configured in a manner that allows 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. Our instructors 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.

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 is experienced in leading student trips abroad. In 2015-16, he took a group of seniors to France.

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.

Benjamin Spurduto - 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, *Inherit the Wind*.

Karen Pullom - Upper School Mathematics



Karen earned a Master's degree in Instruction & Curriculum from California State University and holds teaching credentials in Mathematics and Physical Education. She has many years of experience teaching math at high school and middle school levels in California. Karen teaches critical thinking and problem solving through mathematics and incorporates real world experiences, art and kinesthetic opportunities in her classes. She has also served as a health instructor, coach and athletic director.



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.

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 and Lou Ann work together on 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 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. This coming year Sharon will be leading a trip to the Everglades and geologic/biologic research in southern California.

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. 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.

Danielle Roy - Mindful Yoga & Chess



Danielle holds a MS in Organizational Psychology, is a Certified Holistic Life Coach and is Kundalini Yoga Level 1 KYT-200 certified. Teaching the art and skill of mindfulness lets Danielle share her knowledge and help people establish a healthy relationship between their mind and body. Danielle will be teaching a Mindful Yoga class two mornings a week, starting this fall and teaming with Danielle Fellerhof in coaching the Chess Club.

T E A C H E R 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. She is responsible for all aspects of the program and is the focal point for communication from parents, faculty and the world outside Lee. Along with the Upper and Lower School Coordinators, Jen is responsible for curricula and is experienced in leading student trips abroad, including France in 2015.

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 working with high ability students. 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 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 *Inherit the Wind*.

Amalia Hughes - Spanish



Amalia was born in San Jose, Costa Rica and 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. 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. Amalia led this year's cultural field trip to Costa Rica.

Caroline Babis - Early Childhood



Caroline earned a BA from Florida State University, a Master of Arts in Elementary Education Curriculum and Instruction from the University of Colorado and completed the Educational Research Foundation's "Trainer of Teachers" program. An accomplished artist, Caroline has provided art and music instruction to young children for over 20 years. 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.

David Audet - Art



A professional artist in the fields of painting, sculpture, film and photography, David returns to Lee Academy to once again explore the visual arts with our students. David holds a Bachelor's degree in Fine Arts from USF and founded, directed, or owned several Tampa Bay venues that have promoted artistic activities, including The Artists and Writers Café, Ground Zero Performance Gallery, Deep Carnivale, The Cuban Sandwich Show and Still and Moving Gallery. Following his previous tenure at Lee Academy, David was Director of an arts-oriented intervention and

diversion program for Hillsborough Community College.

Danielle Fellerhof - Chess & Performance Arts



Danielle holds a Bachelor's degree in Early Childhood Education with a minor in Theater from the University of South Florida. A former Lower School and Early Childhood teacher at Lee Academy, Danielle has rejoined us to teach Performance Arts to our younger students and restart our Chess Club.

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:

- Clearing the Beach
- Repairing & Enhancing the Playground
- Reflooring the Main Lobby & Computer Room
- Installing Improved Lighting
- Enhancing the Art Studio
- Designing & Permitting Campus Expansion

WORK AGENDA 2017

This summer our designated work weekends will be "split up." Major projects will be started on the weekend of July 15th and 16th. A campus beautification work weekend will be held on August 12th & 13th, 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 the Beach Area
- Renovating the Library
- Expanding the PE Shed
- Expanding/Renovating the Organic Garden
- Repairing/Enhancing Windows and Blinds

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



Campus Expansion

We continue to improve both the functional and aesthetic makeup of the campus. With the recent sale of adjacent property to Mobley Homes, we have entered into an agreement with them that will result in an additional acre of property being deeded to Lee Academy. This will provide us with room for an athletic field, parking & pick-up loop plus a location for a future wellness/activity building. The new athletic field will be completed during the 2017-18 school year, along with a parking loop. The wellness/activity building will follow as soon as possible.



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 Belinda 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 and expansion.



PLEASE NOTE: Our 2017/2018 Silent Auction is being planned for Saturday, May 5th and will have a Cinco de Mayo theme! 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!

K U D O S

Duke Talent Identification Program

Congratulations to Sebastian Arbelaez, Matthew Carbone, Sofia Frank, Nathaniel Hector and Yanni Trimikliniotis, who earned recognition this year from the nation's foremost talent identification program dedicated to the cultivation and education of gifted youth. The Duke TIP program is open to students at the 7th grade level who produce scores above the 95th percentile on standardized achievement tests, then score in the top percentiles on the SAT or ACT tests normally taken by high school students. Sebastian, Matthew, Sofia, Nathaniel and Yanni will have an opportunity to take part in special university classes this summer.

Sebastian Babis was captain of the Alonso High School Tennis Team and Semi-finalist in the District Second Singles competition. Sebastian was also violinist with the Pinellas Youth Symphony and was accepted at Vassar, Georgetown, George Washington and the Un. of Florida Honors Program. He will be attending Georgetown.

Duke "TIP" Program- 4th - 6th Grade

Lee Academy students often qualify for Duke University's Lower School talent identification program (TIP), which identifies high-ability 4th, 5th and 6th grade students around the country, tracks their progress and provides them with materials designed to inspire excellence. Lee's qualifying students this year were Camden Dickinson, Esperanza Evsikova, Asher McMillan, Keshav Narayanan, Isolde Rayman-Moore, Tristan Sanders, Murphy Scherer, Hannah Steffen and Yuri Thaalzhayil. They joined Ryder Dickinson and Henry Germroth, who qualified for the program last year.

Alexander Pogrebniak was selected to participate in the Laboratory Learning Program at Princeton University this summer. He will be working on a project about Low-Net Carbon Emissions Bio-mass-Based Transportation Scenarios. Students are integrated into the daily research experience of the laboratory and take part in research activities, meetings, seminars and discussions.

This was the largest group of TIP Program qualifiers we have had in one year - congratulations to all!!

Sebastian Arbelaez received state-level recognition for his scores on the SAT he took through the Duke TIP program.

MAGAZINE/WRITING for PUBLICATION

The class began the year with Lee parent Mark Trumbull teaching a semester of creative writing focused on producing a completed short story by each member of the class. The second semester, the class 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.

Keshav Naranayan took part in the North South Foundation Geography Bee in Tampa. He has qualified for the National Finals to be held at the University of Houston on August 13th.

Ricardo and Javier Luciano-Torres had their junior docent tour at the Dali Museum. Both displayed great presence in presenting Dali works during the tour.

Community Service/Fundraising

- Students involved with the Costa Rica trip bought and delivered supplies for a school in San Martin de Penas Blancas.
- All students were involved with raising funds for Project Grow.
- Students in LSD sold drinks on Fridays to raise money for extra PE supplies.
- Alexander Pogrebniak organized two fundraising activities for students and families, the Goodwill Book Works Program (140 books) and the Pediatric Cancer Fund (\$225). Everyone working on the Pediatric Cancer Fund wore yellow ribbons or t-shirts.



Community Service Questions

- ◆ Who are we helping?
- ◆ Why are we helping them?
- ◆ How are we helping them?
- ◆ What are we 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? What can we do better next time?

CALENDAR OF EVENTS 2017 - 2018

FALL SEMESTER

July 15 - 16	Campus Project Weekend	
August 12 -13	Campus Beautification Weekend	
August 14 -16	Faculty Meetings	
August 16	Parent Teacher Meet & Greet - 5:00 to 7:00 PM	
August 17	First Full Day of School	
September 4	Labor Day – No Classes	
September 15	Faculty Meeting - 11:40 AM Dismissal	
October 2 - 6	Fall Break - No Classes	
October 20	Faculty Meeting - 11:40 AM Dismissal	
November 9 - 12	NAGC Conference	
November 16	Open House	
November 17	Faculty Meeting - 11:40 AM Dismissal	
November 20-21	Parent-Teacher Conferences - No Classes	
November 22-24	Thanksgiving Holiday - No Classes	
December 15	Faculty Meeting - 11:40 AM Dismissal	
December 20	Winter Performance - 11:40 AM Dismissal	



Holiday Break December 21 thru January 3

SPRING SEMESTER

January 4	Spring Semester Begins	
January 12	Faculty Meeting - 11:40 AM Dismissal	
January 15	Martin Luther King Day - No Classes	
January 18	Open House	
February 16	Lower School Science Fair	
February 16	Faculty Meeting - 11:40 AM Dismissal	
February 19-23	Winter Break - No Classes	
March 9	Academic Fair	
March 15	Open House	
March 23	Faculty Meeting - 11:40 AM Dismissal	
March 23- 24	Night of the Arts	
April 5-6	Parent-Teacher Conferences - No Classes	
April 9—13	Spring Break - No Classes	
May 4	Faculty Meeting - 11:40 AM Dismissal	
May 5	SAGE Silent Auction (Cinco de Mayo Theme)	
May 25	Senior Thesis Presentation	
May 28	Memorial Day – No Classes	
May 31	Last Day in School	
June 1	End of the Year & Graduation at the Friday Morning Musicales - Early Dismissal	

Look forward to the following field trips

Florida Everglades

Shoshone Education & Research Center -

Southeast California Geology, Flora & Fauna

EXPEDITIONS

CALIFORNIA GEOLOGY



Next spring Lee Academy's *US A-US E* students will have the opportunity to join a research team studying the geology and biology of the Death Valley region. From their base in the Shoshone Education and Research Center (SHEAR),

they will venture into the national park each day. The outstanding and unique geology in the region includes tectonic faults, volcanos, Cambrian fossils and tracks of Mammoths set in volcanic ash. There is more than a mile of vertical relief, ranging from the Panamint Mountains to the



lowest point in North America (282 feet below sea level). During their five day visit, students will also get to visit a ghost town, Indian reservation and a Japanese internment camp. The group will be led by Professors Paul Wetmore (Geology - USF) and Peter



Germroth (Biology - HCC). Peter's son, Henry, and Paul's daughter, Caitlyn, are students at Lee Academy.

This year's *In-Depth Studies*:

Kendal Bottini	- Victorian Floriography and its Messages
Jesse Popover	- Mozart and EDM
Jewely Smith	- Business Logos and their Meanings
Ashtyn Kelley	- Cosmetic Techniques for Cadavers
Nathaniel Hector	- The Art of Escher
Sebastian Arbelaez	- The Creation of Bubble Gum
Samuel Carlin	- Edwin Hubble
Dat Do	- Sneakers - Culture on the Ground
Eddie Clarke	- Architects Foster and Partners
Aidan Bransome	- The Psychology of Color
Sofia Frank	- Cob Houses
Yanni Trimikliniotis	- Eastern Orthodox Icons
Connor Sperduto	- The Creation of the Internet
Joshua Lohr	- Steve Jobs: Mass Communicator
Adam McMillan	- The Creation of the Taj Mahal
Caitlyn Wetmore	- The Subliminal Messages of Logos
Matthew Carbone	- Tessellations
Eva Brittain	- Renaissance Costume Design
Nguyen Le "Bin"	- C/C+ Language
Alex Pogrebniak	- The Psychology of Charitable Fund Raising



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:

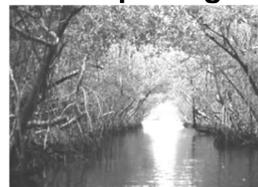
- NASA—Cape Canaveral
- Florida Aquarium
- HCC Anatomy & Physiology Lab
- Blood Typing, Skin Microbe, Brain Dissection, Endocrine Model
- University of Florida
- Straz Theatre: *Wicked* (along with dinner at Maestro's)
- Lettuce Lake Park
- Costa Rica Spanish & Science Trip
- Stage Works Theater: *Inherit the Wind*
- Pinellas Recycling Center
- Weedon Island
- American Stage Theater: *Tartuffe*
- Tampa Bay History Museum
- Museum of Science & Industry
- Straz Theatre: *The Curious Incident of the Dog in the Nighttime*
- Straz Theatre: *Hamlet*

Keep up with the many new and exciting excursions and field trips by visiting our website at:

www.leegiftedacademy.com

FLORIDA EVERGLADES

This fall Lee's *LS E - US A* students will be exploring this "*River of Grass*"



that covers most of southern Florida. The vibrant, dynamic Everglade's ecosystem provides a perfect outdoor classroom for field studies. Students will

visit the many habitats of the Everglades and gather data throughout the trip. Once they compile their findings, they will have a chance to debate how to effectively preserve this natural wonder, while managing water resources between nature, farmers and developers.

