WASHINGTON DC FIELD TRIP

Our nation’s capital will be the destination for Upper School students in the 2019-2020 School Year. The trip will focus on history, arts and culture, taking advantage of numerous public museums, memorials and seats of government decision-making. A guide-led tour of areas in and around the Capitol will include historic buildings, the Rotunda, the Congressional chambers and the National Statuary Hall. A meeting is also being scheduled with Representative Kathy Castor from our 14th Congressional District. If either house is in session, we will seek passes to allow students to watch their governing bodies in action.

The National Mall will be the center point for visits to the many museums Washington D.C. has to offer, including The National History Museum, National Air and Space Museum, National Archives, National Art Museum, National Museum of African American History and the Smithsonian Institution. Students will also see the major monuments and memorials, including the Washington Monument, Lincoln Memorial, World War II Memorial and Jefferson Memorial. A trip to the Arlington Cemetery will include a wreath laying ceremony and the changing of the guard at the Tomb of the Unknown Soldier.

Students will also have an opportunity to see the city itself, including Ford’s Theater, historic Georgetown and Embassy Row. Their lodging will be close to the Capitol to take advantage of the central location of most of the historic structures and government buildings.

NIGHT OF THE ARTS

Almost, Maine - The annual Night of the Arts was held on Friday and Saturday, March 29-30, featuring the performance of Almost, Maine, a uniquely staged play by John Cariani, directed by John Hendrix. An audience is accustomed to having a play tell a single long story, sometimes with sub-stories that are related to the main narrative. Almost, Maine doesn’t work like that. Instead, it is composed of eight vignettes, each no more than fifteen minutes.

The play takes place in various locales in Almost, Maine, a place that’s so far north, it’s almost not in the United States and it’s almost in Canada. And it’s not quite a town, because its residents never got around to getting organized. So it almost doesn’t exist. One cold, clear, winter night, as the northern lights hover in the star-filled sky above, the residents of Almost, Maine, find themselves falling in and out of love in unexpected and hilarious ways. From 8:50 pm to 9:00 pm on a slightly surreal Friday night, knees are bruised and hearts are broken. But the bruises heal, and the hearts mend – almost.

This year’s production featured a cast of 10 playing 19 different roles, including four students new to the stage. The cast was led by veteran performers Ashtyn Kelley, Jules Smith, Sofia Ortiz and Nathaniel Hector, who were joined by Elijah Gorla and Josephine Smith. Newcomers Maxime Moore, Cayman Bull, Danae Ericsson and Caitlyn Wetmore rounded out the cast.

Art Exhibition

Numerous pieces of student artwork were displayed in the lobby and Art Studio throughout the school year. This year’s masterpieces included sketches, chess boards, collages and three-dimensional creations.
Ashtyn Kelley has been at Lee Academy for seven years and is well respected by both her fellow students and the faculty. She has taken a very active part in all aspects of school life, participating in field trips to The Keys, The Everglades, Costa Rica and Death Valley. Ashtyn enjoys the theater, has taken classes in Acting and Improv and played key roles in all our drama productions. She also likes music and plays the ukulele and the trumpet. Her Senior Capstone Project is titled Seed Bombs – A Solution to Pollution. Ashtyn participated in our dual enrollment program with local colleges, receiving excellent grades in Anthropology, Public Speaking and Understanding Visual Art. She is a recipient of a Bright Futures Scholarship and will be heading to the University of Florida in the fall to pursue a degree in Religious Studies. After that, Ashtyn hopes to obtain a degree in embalming, which has been a long-time interest.

Cayman Bull started his career at Lee Academy as a member of our Early Childhood class and stayed with us through part of his elementary school years, before leaving. As a young child he was extremely curious about everything and very involved in all aspects of his classes. We followed his progress through middle and early high school years and were delighted to welcome him back at Lee Academy for his junior and senior years. Cayman participated in last year’s visit to Death Valley and performed in this year’s school play. He volunteers with the fStop Foundation in The Everglades, whose mission is about creating a positive impact in conservation through photography. The title of his Senior Capstone Project is the Plight of the Florida Panther. Cayman plans to attend the Maryland Institute College of Art to pursue his interest in film and photography.

This year’s commencement address will be given by Rachel Garcia, who has a strong background in elementary education and health education in the Boston and New York City areas. Ms. Garcia holds degrees from Cornell (BA American Studies), Fordham (MS Teaching) and Boston College (MS Educational Leadership). She studied abroad at the University of Sussex in England and was the recipient of several fellowships.

Integral to the educational philosophy of Lee Academy is the belief that introductory university-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 universities and 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 college 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 are encouraged to explore individual interests. Ashtyn Kelley participated in dual enrollment classes during the 2018-2019 school year, receiving excellent grades in Anthropology, Public Speaking and Understanding Visual Art.
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, Art Institute of Tampa, Auburn, Bard, Bard College Berlin (Germany), Boston University, Brown, Case Western Reserve, Clemson, College of William and Mary, Columbia, Cornell, Eckerd, Elon, Embry-Riddle, Emory, Eugene Lang, Florida State, George Mason, George Washington, Georgetown, Georgia Tech, Guilford, Harvard, Hillsdale, Marquette, New College, Maryland Institute College of Art, Northwestern, Oxford (England), Pomona, Pont Even School of Contemporary Art (France), Queens University (NC), Rabat International University (Morocco), Rennes Business School (France), Ringling School of Art & Design, Rollins, Rutgers, Sarah Lawrence, St. Leo, Stetson University School of Law, 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.
Claire Winters (’92) graduated from the American Conservatory Theater and has played numerous roles on stage and screen in New York and Hollywood. She often writes about psychology, business and women's issues and helps individuals, brands and non-profits make deeper connections to their audiences and feel better about their work.

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. Jimmy gave Lee's 2018 Commencement Address.

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 in the Philadelphia area.

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.

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.

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.

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

Chintan Thakkar (’99) earned his Master's degree in Computer Science (USF) and is a delivery lead and software architect at Deloitte. He is also Co-Founder and Managing Member for Object Lounge’s Empower Network in Tampa.

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

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

Philip Dudley (’00) has a Bachelor's Degree in Economics from George Mason, is active in politics and was campaign manager for Mary Geren, winner of the Democratic primary for Congressional District 9 in South Carolina.

Sally (Moore) Rushing (’01) – earned her PhD in School Psychology with specialization in Early Childhood from the University of Florida. She passed the APA exam and is a licensed Psychologist at Desoto Elementary School in Tampa. Sally gave Lee’s 2014 Commencement Address.

Amanda Leaders (’01) graduated with honors from USF with a BA in English and finished her Master’s degree in Medical Science from the College of Medicine at USF. She is now in an intensive code school learning to be a developer.

Lee Hildebrand (’01) – holds Masters degrees in Management (USF) and Teaching (Belmont) and is Senior Salesforce Developer at HCA IT&S in Nashville, Tennessee.

Jennifer (Field) Ortiz (’01) graduated from USF with a BA degree in Education and Mass Communications. She worked as ACH Client Advocacy Manager at JP Morgan Chase.

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.

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.
### Katherine (Field) Johnson ('03)
Earning her PhD in Discrete Mathematics at the University of Nebraska and an Associate 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)
Erin Derrick ('06), graduated from Hillsdale College in Physics and is an EOS Table Fellow finishing her doctorate in Geophysics at the University of South Carolina, where she is also an Instructional Assistant. Her research has provided essential information for planning emergency responses to earthquakes in South Carolina. Erin is working as a Science teacher at The Hammond School in South Carolina.

### Julie Zydek ('03)
Julie Zydek ('03) has earned her BS in Geological and Earth Sciences and Master's degree in Geology from the University of South Florida and is working as a Hydrogeologist at the Southwest Florida Water Management District. Julie recently passed her Professional Geologist licensure exam.

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

### Melanie Ratcliff ('06)
Melanie Ratcliff ('06) graduated in Fine Arts from Ringling, was account manager at Sun God Medicinals in Portland, Oregon and has recently moved to Montana.

### Spencer Moore ('04)
Spencer Moore ('04) majored in Journalism in the University of Florida's ROTC Program. He is serving in the Army as a Training Infantry Staff Sergeant in Pennsylvania and awaiting his next overseas deployment.

### Jenna (Leitao) Bullard ('04)
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 a Marketing Specialist.

### Brendan Collett ('07)
Brendan Collett ('07) graduated from USF with a BA in Public Relations and studied with Harvard Business School. He is Senior Vice President - BA Group Manager at Citibank's AML Operations.

### Jeremy Evans ('07)
Jeremy Evans ('07) graduated with a BA in Neuroscience and Psychology from New College. He is CEO of the BBB Online Marketing Firm in Boulder, Colorado.

### Nicolas Stemm ('07)
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.

### Andrea Williams ('07)
Andrea Williams ('07) holds a BA in Economics from Bard College and majored in Chemical Engineering at USF. She is presently a marine systems engineer and technician on a ship in the Caribbean.

### Matthew Gil ('07)
Matthew Gil ('07) earned his BA in Mass Communications and Political Science at USF. After operating his own copywriting/marketing firm, he joined Kernel, Spectrum's in-house agency, as Copywriter for their six-state South Division.
Erik Fink ('11) is finishing his senior year at Rutgers University. He intends to take his Media Studies major and Sociology minor into the field of public policy. Erik was recently inducted to the Kappa Tau Alpha journalism honor society.

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

Tung Bui ('08) completed two Master's degrees at St. Leo University (Business Administration and Cybersecurity). Tung is managing a local business, but intends to secure a position in cybersecurity.

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 and co-founder of Media Lead at Lucyd in Miami.

Colin Pritchard ('10) completed Bachelor's degrees in Mechanical Engineering at both Elon and Clemson. He is a Project Engineer at B & I Contractors in Fort Myers.

Greg Sinadinos ('10) earned his Bachelor's in English from Florida State University and his MBA from St. Leo. Greg is working as a financial advisor while taking classes at the American College of Financial Services.

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."

Samantha Jones ('11) received her Bachelor's degree from the University of Florida in Information Systems with a minor in Computer Science. She is a Programmer Analyst for the Orange County Supervisor of Elections.

John Kluwin ('07) has an MBA in Management and Entrepreneurship from Rollins and is Chief Development Officer at Sea Oak Capital, specializing in renewable energy. John was the commencement speaker at Lee Academy's 2017 graduation ceremony.

Olivia Harries ('11) received her Bachelor's degree in Media Studies and Anthropology from Vassar, where she still holds three swimming records. Olivia is Senior Product Development Specialist at Imperfect Produce, a new "startup" company in the San Francisco Bay area.

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.

Ngô (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) attended the Honors College at USF, where he earned a Bachelor's degree in Interpreter Training for Sign Language. He plans to become an interpreter.

Cara Shields ('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) holds Bachelor's (USF) and Master's (Georgia Tech) degrees in Chemistry. He currently works at Infiniti Labs in Florida as the Assistant LC/MS Manager.

Meghan Kelley ('12) graduated from the University of South Florida with a Bachelor's degree in Sociology. She recently moved to Atlanta and is Project Manager at a print & design shop.

Alexandria Sinadinos ('12) earned her Bachelor's degree in Marketing, with honors, from Florida State University and is Social Media Coordinator at the Ultimate Medical Academy in Tampa.

Othman El Alaoui ('14) completed his Bachelor’s degree in Business Studies at Rabat International University in Morocco. He spent his junior year in France, studying at Rennes Business School.

Aaron Ortiz ('14) just completed his first year of graduate school at Georgia Tech, studying Computer Science with a Computational Perception and Robotics focus. Aaron was selected for a robotics internship with Delta this year and had the opportunity to travel to Singapore over Spring Break. He will be working with a team this summer as a graduate research intern at Google.
**Lukas Harries** ('15) graduated in May with a Bachelor’s degree in Biochemistry at Vassar. and recently made a presentation at a Biochem conference in Orlando. He intends to take a “gap year,” then decide on grad school. With GRE scores in the 95th percentile, he will have many choices.

**Han Nguyen** ('15) plans to transfer to USF, where she intends to pursue a degree in Accounting.

**Donovan Bottini** ('15) will graduate from St. Leo University this fall, with a Bachelor’s degree in Psychology. Donovan also modifies gaming software. He currently has over 4,000 followers keeping track of his projects.

**Phong Tran** ('15) is pursuing his doctorate in Pharmacy at the Massachusetts College of Pharmacy & Health Sciences. He successfully completed his “White Coat Ceremony” and is President-Elect of the Boston chapter of the APA’s Academy of Student Pharmacists.

**Nicholai Babis** ('15) graduated from Vassar with Bachelor’s degrees in both International Studies and German Studies. He will be working in New York City as a paralegal for an international law firm. Nicholai’s future plans include grad school.

**Alexander Strid** ('15) completed his junior year at USF St. Pete, majoring in Mass Communication and Journalism. Alex hones his skills as a writer with TFW2005. He has also continued with his hobbies - photography and drumming.

**Kaylie Caraway** ('16) completed her senior year at USF and plans to complete a Master’s degree before entering medical school. Kaylie’s interests center around orthopedics and trauma.

**Marisol Thornberry** ('16) will graduate in August with a Bachelor of Arts in Communication Sciences and Disorders. In the fall, she will enter graduate school at USF to pursue a Masters’ degree in Speech Pathology. She is VP of a USF student organization for Bilingual Language & Literacy.

**Samantha Lochs** ('16) completed her junior year at The New School in New York, where she is pursuing a double major (Psychology, Culture & Media). Samantha is interning at Baboon Animation, which develops animated projects for film and TV, including Disney and Nick.

**Augustine Haile** ('16) completed her junior year in the Honors College at USF St. Petersburg, majoring in Anthropology and minoring in Geospatial Analysis. She works as a research assistant at the Museum of Fine Arts. Augustine has continued with her sailing as a member of the USF Sailing Team and competed in several qualifying events for the Sailing National Championships.

**Sebastian Babis** ('17) completed his sophomore year at the Georgetown University School of Foreign Service. He is also a violinist with the Georgetown University Orchestra. Sebastian volunteered to teach Washington DC middle school students and plans to study abroad in Berlin next semester.

**Nicolas Ortiz** ('17) just completed his sophomore year at the University of Florida. A political science major, he has also been studying languages and cultures in preparation for a study abroad opportunity in the Spring. Nick is a Conversation Partner with the English Language Institute at UF, where he helps international students improve their language skills and better their understanding of American culture.

**Jackson McMillian** ('17) is in his Junior year at the University of Florida in pursuit of a Biology degree. He volunteers in the Paleontology department and is currently in talks to do an extended internship with the US Department of Agriculture. He is also deciding between several options for post undergraduate studies, including Genetic Engineering and Law School.

**Alexandra (Sasha) Clarke** ('17) is completing her Sophomore year at USF, with plans to major in Political Science. Sasha is also a member of the USF Rugby Team.

**Greyson Bottini** ('17) has been engaged in his culinary classes at the Art Institute of Tampa, and is on track to earn a degree in Culinary Arts. Greyson is also apprenticing at Jamison B. Breadhouse Bakes, a wholesale artisan bread company in Ybor City.

**Nicholas Strid** ('17) is attending the University of South Florida, but as yet has not declared a major. He has continued to stay active in hockey as a member of the Ice Bulls Hockey Club.

**Kendal Bottini** ('18) is attending the University of Florida, majoring in Linguistics and minoring in Communication Studies and Teaching English as a Second Language. He is also Assistant Director at Gatorship, an inclusion and diversity program.

**Dat Do** ('18) is finishing up his degree at Hillsborough Community College, prior to entering the University of South Florida to pursue a Bachelor’s in Information Technology and Cyber Security.
The 2018-2019 yearbook is titled “A Year in Color.” So many moments at Lee were captured on “film” that they had hundreds of photos to sort through. Yearbook Adviser, Sherry Jones, assisted with the new software and compilation of the yearbook. Students Ashtyn Kelley, Jules Smith and Danae Ericsson made valuable contributions to content, layout and photographs with the help of Jen Deitz, our eagle eye editor!

Lee Academy hosted a winter chess tournament and is hosting the Tampa's All Girls chess tournament on June 1st. Special thanks go to Danny Bui, who assisted during chess club meetings and shared his knowledge of chess. Next year, we hope to offer group lessons led by a professional chess coach to players who are interested in learning and improving their game. We are also considering the possibility of attending an out of town tournament as a team. The Chess Club held a successful fundraiser, raising $600 to purchase adapted chess equipment for the Florida School for the Deaf and Blind (see page 30).

At the suggestion of Isolde Rayman-Moore, a Running Club was formed in January. Recruiting a coach was efficiently accomplished, since Isolde’s father, Joshua Rayman, competed in cross country for Williams College in Massachusetts. The Running Club meets from 3-4 p.m. twice a week, on Mondays and Fridays. Practices have consisted of drills, strides, cone exercises, long jump, relay races, starts, baton passes, match races, Sharks and Minnows, Arctic Terns, Cenote, Black Hole, Atoms and other games of tag. There was also a double elimination sprint tournament, won by Junie Smith, with Alexandria Banks, Josie Smith and Isolde Rayman-Moore taking the next places for our top older relay team. Turnout has been very high, averaging between ten and twenty students. By acclamation, they selected "Dream Chasers" as the team name and explorations have begun toward the design of uniforms, which they hope to complete after the beginning of the new school year.

In this inaugural season, their outdoor track schedule included several meets in April and May. In their first cross country meet at the beautiful Mary Help Center in East Tampa, they competed in a one mile race. The team was led by Josie Smith, followed by six-year old Cormac Rayman-Moore, Henry Zhang, Isolde Rayman-Moore, Emily Logan and Daniel Fellerhof. With batons and a new, albeit short, cross country course to enliven practices, students are learning new skills, having some fun, competing with each other, and developing fitness, strength, speed, endurance and discipline.

Volunteer coach Joshua Rayman ran track and cross country as a youth. Recovering from a long-term injury, he learned how to stay healthy while training hard and running up to sixteen miles a day. He has participated competitively in half marathon and marathon races, including achieving a time of 2:38:04 in his mid 40s at the Rocket City Marathon. He is the father of Lee students Isolde and Cormac Rayman-Moore and works as an associate professor of philosophy at USF.
COMPUTER/ROBOTICS & P.E.

The US A’s worked in teams to code and build robots using LEGO Mindstorm Ev3. They built a snake that can strike, slither around and hiss. They also built a mobile robot that can sense different targets and shoot them down. Each group built a scorpion that can strike with its tail, shoot, move and sense obstacles in the way.

The LS F/G groups used the Engino Robotics Program. Each group worked in pairs to build forklifts, movable hand grippers, jeeps and Dino robots. They were able to program through the main brain of the system to accomplish tasks such as move water bottles to different locations, pick up items and move weights with the forklift. Each group had the opportunity to free build. The LS F group built a Dino Bot with movable parts. The LS G students built a Ferris wheel.

The LS E class used the LEGO Boost and iPADS to build and code more complex machines/robots. They worked in teams to construct and code Vernie, a movable robot that has motion sensors and can shoot different targets. They also had a few showdowns between robots. Students also built guitars that make music, robots that build robots, a fork lift and a cat that can sit and purr. This group also got the chance to have a free build and design different robots. Each robot was coded to perform various tasks and achieve unique goals.

The LS D students used the LEGO WE.DO 2.0 to build and code machines. They built robots that move, speak, detect motion, send Morse code and even spy. Students had to work in teams to set instructions, then code each machine to perform various tasks. Types of robots included trucks, elevators, race cars, satellites, movable spy bots and motion detectors. The class also created animations and coding through Scratch.MIT.

The LS C group expanded the junk drawer robotics by constructing things on a larger scale using materials such as paint sticks, wooden skewers, popsicle sticks, paper clips, etc. The class discussed circuits, batteries, gears and simple machines. They applied their math lessons in the building of robots. This group built cars, Ferris wheels, catapults, battery operated draw bridges, elevators and cranes. In the computer lab they worked with Power Point and Excel, and learned the basics of coding on Tynker and Scratch.MIT.

The LS A & B class performed a wide variety of work from basic typing skills to 3D paint on the computer. The junk drawer robotics program allowed them to build numerous motorized and battery operated machines and very simple machines using everyday materials such as bottle caps and rubber bands. With each project the class discussed the basics of machines, circuits, batteries and engineering. Their amazing projects included catapults, cars, windmills, buses, airplanes and trains.

PHYSICAL EDUCATION

A combination of Lower School A, B and C classes participated in individual and group activities, from the foundations of locomotor skills to team planning of strategies to accomplish a task or goal. Students had to work together to move around on scooters and learn the foundations of hitting a ball with a racquet for badminton. They strategically built structures out of cones to withstand a ball knocking them down. The group also learned the basics of soccer, including spacing, shooting and passing.

The Lower School D’s, E’s, F’s, and G’s participated in more team sport activities and learned the fundamentals of many types of sports. The groups learned how to play a variety of different games, including team handball, soccer, badminton, street and field hockey, ultimate Frisbee and Frisbee golf, different versions of capture the flag, basketball, bocce ball and more. The purchase of new equipment through the LS D’s fundraising allowed students to enjoy new games and activities.

The Upper School PE group continued their participation in group games and sports.
EARLY CHILDHOOD

READING
The class used the Junior Great Books Program as part of their reading work. This program provides opportunities to interact with excellent literature and to develop reading, writing, oral communication and interpretive-thinking skills. The Read Aloud program bridges the gap between children’s real capacity to think interpretively about literature and their limited decoding skills. It enables all students - both developing and experienced readers - to think about and actively respond to high-quality literature. Some of the stories explored this year were: *The Black Hen’s Egg*, *The Mouse & the Wizard*, *Imagination Vol.2*, *Rumpelstiltskin*, *Eeyore Has a Birthday and Gets Two Presents*, *When I Grow Up Vol.3*, *The King of Frogs*, *Snow White and the Seven Dwarfs* and *Mysterious Animals*.

Each child had daily hands-on phonics activities that increased in difficulty throughout the year. Once they accomplished a particular skill, they moved on to the next. At a certain level each child worked with the Starfall Curriculum. Starfall uses phonics and phonemic awareness to support young children as they develop their reading skills, helping to build vocabulary, fluency and comprehension.

MATH
A strong foundation in math is important for continued confidence and success as each student progresses to higher levels. Using the Singapore Math Curriculum and a variety of hands-on materials, students worked on counting, graphing, addition, subtraction, multiplication, division, geometry, measurement, time and money. The class also opened up a Starbucks store to practice adding money and learn about different jobs.

SCIENCE, SOCIAL STUDIES & WRITING
Science, Social Studies and Writing concepts were presented through thematic units of study that are developmentally appropriate as well as challenging. Two of the thematic units were:

- Birds - That live around the Lee Academy lake and beyond
- Butterflies - Their life cycle and metamorphosis

The year started in their journals and with the alphabet, but not by focusing on the letter of the day or the order of the alphabet. Instead, the class combined study of birds according to the first letter of the bird’s name. An example – At journal time students used the classroom tablet to research flamingos or falcons. They then drew and wrote about them in journals and placed it under the letter “f.” This practice of journal writing (26 days and 26 letters) led the children to the point of free creative journal writing. Their fascination with birds was further explored by taking a field study to Safety Harbor to learn about coastal birds.

ART

Art concepts were also presented through two thematic units of study:

- Famous Artists - Vincent Van Gogh, Georges Seurat, Paul Gauguin
- Different Styles of Painting - Special focus on abstract expressionism

Each year the children of the Early Childhood are exposed to many different styles of painting. A highlight of this is learning how to create compositions and mix colors. Each child was allowed to explore the art materials and create his/her own masterpieces. After that, the children worked together to create a large collaborative abstract expressionist painting. In one lesson, they explored the color wheel with paint and discovered what happened when white and black were added. In a study of artists, children combined the styles of different artists and connected it to their butterfly and bird study. In the springtime, when the flowers started blooming and the butterflies started sipping their nectar, the class was prompted to study the life cycle of the butterfly.
ART - Lee Academy Art Studio classes, regardless of student level, strongly focus on the making of objects. The curriculum is designed for the students to constantly experience hands-on creating and building. The purpose of this exploration is to develop each student’s ability to transfer his/her personal visualization into two and three-dimensional objects, while developing confidence in experimenting with unfamiliar materials. A fundamental root of this approach is the study of drawing. As with learning math/language/science, drawing is the manifestation of personal vision transferred into images. The students study perspective, proportions, shadowing, texture, symmetry, patterns and composition. Exploration of color theory utilizes related mediums including watercolor, dyes, ink and paint. Upper school students use computers to both digitally create images and present reports on art history related subjects.

A major focus of the Lee art classes is building with clay. Fully understanding this complex process requires considerable knowledge of the history, culture, physics, math and chemistry of clay. Students study the complete range of technical requirements required to create quality pottery throughout the school year while building, glazing and firing a number of works both for personal use and for campus beautification projects. To expand student skills in this medium, Lee Academy is raising funds to obtain two pottery wheels to teach the techniques of “throwing” pottery.

Projects that are beyond the scope of the single student teach the power of collaboration. Such projects require cooperation, brain-storming, problem solving and adherence to deadlines. Projects included making 900 tiles for the outdoor classroom/park currently under construction (inspired by Antoni Gaudi, the famous Spanish architect); designing a unique outdoor clay chess set on campus for student use; and creating colorful pottery, tile “paintings,” silk paintings and scarves for the annual school fundraiser. Besides making props and backdrops for the theatre, the lower school students wrote, made costumes and scenery and then performed in the inaugural Lee Family Circus.

Field trips planned for Fall 2019-2020 include visiting Ybor City, Dali Museum, Tampa Theatre and a boat trip on the Hillsborough River. Upper school students will study the history of still and moving images with a major focus on international photography. Lee Academy will host a literature festival November 2, 2019, the biennial DEEP CARNIVAL: A Celebration of Words (created by Lee’s art teacher, David Audet). Besides the numerous regional authors and poets presenting works at the all-day festival to a public audience, Lee students will have the opportunity to present personal works.

DRUM MAGIC

Thanks to Booster Club funds, we were able to invite back Jana Brody from Drum Magic to spend a morning drumming with all our groups. University of Oxford research has shown that the endorphin-filled act of drumming can give rise to positive emotions and helps people to work together cooperatively. The students had a lot of fun and enjoyed the activity. Jana found them to be good listeners who were able to follow her directions very well. Some students displayed an amazing sense of rhythm and created complex sequences for others to follow.
SCIENCE
The LS A/B students learned about plant needs and grew lima beans. They tracked water and sunlight intake to determine what combination resulted in the healthiest plants. Habitats were studied and each student constructed a diorama to model who and what is found in the environment they chose. Students also shared the information they learned in a report and verbal presentation. Life cycles, food chains, weather and matter were also topics covered this year. The class worked hard on organization as well and became experts in recording and organizing scientific data.

In LS C, science topics studied included: matter, simple machines, heat, energy, force/motion and rock formation. Experiments and discussions were a mainstay to ensure content was received in the best way for individual success. Bubble wands were created to explore what materials are best used for certain tasks. Energy chains taught students where energy comes from and how it is used in daily life. The year’s studies included making “rocks,” having a guest speaker in to discuss the fire triangle and using tools to complete work. Science Fair projects were proof that the class conquered the Scientific Method and were capable of running a successful experiment.

MUSIC
LS A-C  Music for the youngest group included new songs to sing and lots of work with percussion instruments. They learned about steady beat and rhythm, rounds and how to write notes on a staff.

LS D  Students studied different genres of music and the history behind them. They composed and played their own music, including blues songs! The class wrote lyrics together for the song they sang at the Winter Performance.

The LS E’s were introduced to various genres and composition. They spent extra time on movie scores, learning how and when the scores are composed and added to a movie. After gaining this knowledge, small groups created live action and/or stop motion movies and developed their own original movie score. The class chose, enhanced and sang songs in the winter and spring performances.

SOCIAL STUDIES
LS A/B’s  The class focused on the topic of citizenship and how students are connected to their communities and the world. Students created timelines to record their personal history. They studied their own community as well as those around the world, comparing homes, food, clothing and celebrations. They “built” a new community, including structures and a school, became citizens and chose a “job.” Students learned how they can make a positive difference in their community and the environment through discussions and activities. Mapping skills were enhanced and students created their own earth, complete with continents and oceans.

LS C’s  The students learned to see the world and events that have taken place through different points of view. They increased their knowledge of natural resources, how federal, state and local government work and how to identify primary and secondary sources when researching. US landmarks and landscapes were explored and Tall Tales added some fun to “explain” how landscapes were formed. Each student created and wrote his/her own tall tale to share with the class. Students worked hard on what traits make a good president and compared their own personal traits to them. Each “ran for president” and gave a speech as to why they were the best person for the job.
LANGUAGE ARTS

LS A/B’s - Students were introduced to the various genres, such as non-fiction, biography, mystery, realistic fiction, poetry and classics. Knowledge charts for the non-fiction selections recorded what students knew prior to reading the selection and after completing it. They learned the difference between factual information and fictional stories. Identifying the main idea or theme of a selection and sequencing key events were activities that carried over to writing lessons. These lessons expanded from finding the main idea in a paragraph to writing good topic sentences and adding details. The Beyond Words program introduced similes and analogies through poetry. The Junior Great Books program included the interpretive process and how to find evidence in a selection. Grammar lessons involved games that required students to identify and sort nouns, pronouns, verbs, adjectives and adverbs. They enjoyed writing silly sentences by choosing the parts of speech from a chart. There was lots of laughter!

LS C’s - The first semester of reading involved improving interpretation skills using The Junior Great Books Discussion Program. Students participated in activities such as Interpreting Words, where students analyzed vocabulary from a reading selection, answering interpretive questions and finding and marking evidence. Evaluative and creative writing assignments allowed students to share their ideas while practicing writing skills. In the Journeys and Destinations literature curriculum, they analyzed vocabulary and elements of a selection by completing vocabulary and literature webs. Students were introduced to the different kinds of paragraphs: descriptive, narrative, how-to and comparison. The steps in the writing process were studied and idea webs were completed in order to compose personal narratives. Important goals for the students were working on improving flow, sentence sense and format. Figurative language, including similes, hyperboles and metaphors was introduced. Lessons on the parts of speech helped students advance to sentence labeling. Students were able to see that a word can have different labels depending on its job in a sentence. In Paragraph Town, paragraph writing was emphasized, resulting in how to write a five-paragraph essay.

LS D’s - Students worked on grammar skills, vocabulary, spelling and literature. Themes such as strength, integrity and perspective were explored through reading and discussing short stories. While reading the novel Number the Stars, the class worked on understanding the story through the characters’ eyes and how those characters relate to them. A Land Remembered was a novel that tied Language Arts and Social Studies together. Students learned what life in Florida was like for pioneers and how friendship and hard work are the most valuable assets to have. Students kept journals and recorded their feelings about pioneer life as if they were there themselves.

LS E’s - Interpreting an author’s purpose and meaning in a literature selection and finding evidence and support for responses to interpretive questions was the focus of the reading program. Discussion sessions, where students shared their responses, were a venue for learning how to disagree respectfully. The importance of providing support from the selection became a crucial element in verbal as well as written responses. Students learned how to provide thorough written responses that included details. This skill carried over to the writing lessons with main ideas followed by elaboration. Improving introductions and conclusions resulted in well-written and interesting essays. Students learned and practiced writing narrative, persuasive and expository essays.

In the Persuasion unit, published by the College of William and Mary for high-ability learners, an excerpt from Tom Sawyer was especially enjoyed. After analyzing Tom’s persuasive tactics, students presented their own persuasive speeches. A vocabulary study program was integrated into the language arts curricula. The goal of this program is to prepare students for middle school English levels. Experiences with literary analysis and vocabulary study provide a good foundation.

In Grammar Voyage, different types of phrases and clauses were studied, advancing the knowledge of sentence formation. Students were encouraged to utilize these elements in their writing. They participated in many higher-level thinking activities.
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 quickly shrinking world.

French

The USC group began the year at the doctor’s office! What started as a description of ailments and injuries turned into a discussion about what is good and bad for a person’s health, including diet and exercise. From there they learned how to plan activities for the weekend, find things to do on a city visit and give and receive directions to places around town. Students found how to report on the weather and state the time of day. They also discovered other countries around the world where French is the native language, including Burkina Faso in West Africa, where lifestyles were compared to their own. As part of a unit on clothing and fashion, the learners went shopping at KIABI.fr, an online apparel site, and chose new outfits for themselves and their classmates. It is highly unlikely they would actually wear any of the outfits that were chosen!

After almost four years of study, this year’s seniors achieved a quite advanced knowledge of the language. Most of their work this year was at college level and one of the topics was, in fact, the system of higher education in France. Students made great use of the internet as a source of up-to-date audio-visual resources. They also studied a late 19th century text as their work of literature: a mystery novel written very much in the style of Conan Doyle, involving a pair of detectives solving a seemingly impenetrable case. In anticipation of college life next year, the students chose some easy-to-follow recipes from the Cuisine Étudiant website and produced dishes which were delicious, thus proving that they won’t necessarily have to exist on fast-food when they leave home!

Latin

Much has been going on across the various groups since last August. The LSG’s completed their first year with a unit on the Greek and Roman Olympian gods and goddesses along with some of the myths and legends associated with them. They enjoyed playing charades to help memorize the meanings of verbs and adjectives. The USA’s came up with their own original mottoes in Latin and designed colorful crests to illustrate them. Apart from progressing in the language, the high school students studied a diversity of topics including the foundation of Rome, the transition from monarchy to republic to empire, the election system, the Roman army and the structure of the government at the time of the republic. Following the poet Horace’s advice - “carpe diem” – the seniors took the opportunity for an introductory look at some of his poems.

Eleven students took the National Latin Exam in March at three different levels and as always there were some exceptional performances: four were awarded purple ribbons and Matthew Carbone achieved the rare feat of a perfect score for which he received a gold medal and a hand-written illuminated certificate. The students were always highly-motivated and worked hard preparing for this test and deserved congratulation for their efforts.
Spanish

Early Childhood students learned basic vocabulary, making simple sentences and answering questions. Topics included greetings, colors, numbers, feelings, weather, body parts, animals and food. They did a great job performing “La vaca Lola” song and the traditional circle game “Jugamos en el bosque” for the Hispanic Heritage Event, as well as the Mexican chocolate song and “La raspa”, a popular Mexican dance, during the Cinco de Mayo Event.

The LS A/B’s learned new vocabulary and song lyrics. They improved their reading and ability to answer questions and showed more initiative in applying the language. The class did a great job singing and acting out various popular songs during the Hispanic Heritage Event. During the Cinco de Mayo Event, they used colored dance ribbons as they sang the folk song “De colores.”

The LS C group absorbed information in Spanish regarding animals, including their habitats, classifications and characteristics. They learned songs and vocabulary, as well as some verb conjugations in a fun way! During the Hispanic Heritage Event they did an amazing job performing a traditional Andean dance that simulates a loom. They showed great coordination!

The LS D’s had the opportunity to read a collection of mini stories with unique characters. This allowed them to learn numerous high frequency words. Students also wrote and acted in their own stories in class using shadow puppets or their own characters. As part of the Hispanic Heritage Event, the students did a great job researching and presenting information about famous Hispanic persons.

The LS E class explored topics such as past tense, verbs, new phrases and song lyrics. They also had the opportunity to learn high frequency structures through the book “La Piñata de Renata” and write stories to present in class using their own characters. They performed the skit “El sapo que no quería comer” for Hispanic Heritage and “The Grinch” in Spanish for the Winter Performance.

The LS F’s improved their conversational and reading skills! The puppet skit “La ratita presumida” they performed during the Hispanic Heritage Event, was a big hit! The class was able to capture the attention of even the youngest children during the entire skit. They joined the LS E group in acting out the Spanish version of “The Grinch.”

The LS G group vastly improved in their conversational skills this year! They learned new material and cultural concepts. The class enjoyed playing game quizzes, singing songs and acting in classroom skits. During Hispanic Heritage they (and the US A’s) gave a performance of “El lobo ha vuelto.”

The US A class gained better understanding of grammar concepts, enhanced their listening skills and learned new vocabulary through authentic Spanish songs. As always, cultural aspects were of great significance. They also gave Power Point presentations, advertising a company or healthy product they created.

The US B’s worked at improving their conversational skills. They listened to and watched music videos, visited famous Hispanic places through travel guide tapes and created a Power Point presentation about a vacation personalized with their own photos. The US B and US A groups also had the opportunity to speak in Spanish via Skype with a guide in Proyecto Asis - a wildlife refuge in Costa Rica.
This year was full of learning opportunities of every type imaginable for each of the LS F-US E English classes. The fall semester began with Summer Reading. Additionally, each class was involved in a variety of learning experiences throughout the year. Vocabulary study was a central part of the program with weekly lessons and periodic reviews and tests, while Independent Reading offered students the chance to read 8 - 10 additional novels or plays throughout the year, according to their interests. US B, C & D (Rhetoric and Non-Fiction) focused on works of nonfiction while learning the fine art of rhetoric and persuasion. US E focused on world literature written by a variety of authors. Every novel in LS F-US D was accompanied by an assignment, creative and/or written, that allowed each student to analyze and discuss the novel. Students in US E completed intensive Book Note assignments outside of class and completed a 40-minute timed writing essay in class.

US E (Advanced Placement Literature and Composition): The AP Literature class focused on poetry, short stories and major works in World Literature. Works studied included Death of a Salesman, Fences, Cold Mountain, Antigone, Oedipus Rex, and The Hour I First Believed.

US B-US D (Rhetoric and Non-Fiction) focused on essays and works of persuasion as well as non-fiction works including The Last Lecture, Tuesdays With Morrie, In Cold Blood and The Things They Carried.

US A: The first semester was spent on grammar as it applies to writing skills, with students working on specific types of sentence writing, expanding into developed paragraphs and essays. During the second semester the class focused on short stories by reading a variety of them. They also read the novels The Chosen by Potok, Animal Farm by Orwell and Our Town by Wilder.

LS G: The first semester was spent in a very detailed grammar study and on using grammar skills for literary analysis and composition. During the second semester students focused on the advanced writing of the 5-paragraph essay to include both literary and expository formats as well as teaching the research skills involved in the In-Depth Study school project. They also read The Outsiders by Hinton and The Miracle Worker by Gibson.

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

As always, we look forward to a new year of exciting curriculum developments. Summer Reading packets have been passed out to all students and they should be reading and working on projects throughout the summer. As this year was a very fruitful year of learning, we look forward to a new year of even more learning experiences.
The curriculum follows Florida's people from 12,000 years ago to the present. The earliest unit of study was Florida's First Peoples in which students learned how geography impacted their way of life. Subjects included trade, traditions, and perhaps most importantly, the respect the Native Americans had for the land. Using “History to Go Kits” filled with cultural artifact replicas, interactive timelines, historic photographs and other learning materials, provided them the advantage of facilitating object-based learning, promoting skills in observation, critical thinking and communicating ideas. A cross-curricular collaboration between Social Studies and Language Arts provided a novel approach to our Pioneer Days.

**LS E Ancient Civilizations** - Students examined areas of the world having the longest record of human habitation and the richest diversity of human experience, including history, philosophy, literature, art, music and language. Learning about the characteristics that define a civilization (i.e. class divisions, economic surpluses, religion, geography and government) provided a foundation for future social studies and history classes. Class discussions included comprehension questions to make sure students grasped newly learned material and questions that challenged students to apply concepts and principles to their own lives. For instance, after learning ancient Greece was not just ancient history, students were required to come up with examples of Greek influences they encountered in their lives and community, from jury duty to Greek columns at the local library.

**LS F&G Civics** class learned about the purpose of government, how the U.S. system of government works, and how the rule of law and the value of liberty and equality have an impact on individual, local, state and national decisions. To better understand the judiciary process, students assumed roles and responsibilities as jury members in both civil and criminal mock trials. During Philosophical Chairs, students debated topics in a structured, orderly way. This engaging debate format provided excellent practice with listening, creating claims and communicating in a persuasive style. Publishing a suffragette magazine displayed what they learned about the struggle for women’s rights.

The Upper School **Government** course prepared students to participate in exercising their political responsibilities as thoughtful and informed citizens. It provided a basis for understanding the rights and responsibilities for being an American citizen and a framework for competent and responsible participation. Emphasis was placed on the important people, activities and ideas that influenced the historical development of the political systems of the United States. This included the importance of the rule of law; the United States Constitution; Federal, State and local government structure; mass media and the rights and responsibilities of citizenship. The next step was learning about the substance of politics and looking at issues and values that sometimes divide our nation. Students actively investigated current local, state and national issues and participated in discussions.

The Upper School **Current Events** course focused on issues that affect students’ everyday lives, such as economics, government, education, housing, immigration, the military and conflict. Students participated in group projects, made presentations and created opinion pieces to better understand the world around them. Critical thinking was applied to evaluate the importance and impact of the issues and to analyze media coverage. The News Literacy Unit focused on recognizing high standards journalism, providing skills to help students identify and deal with bias and misinformation.

**The US E Economics & Financial Literacy Honors class** focused on the relationship between people, their leaders and their expenditures, examining closely the economic and governmental systems in the United States and around the world. Students were given an opportunity to analyze the study of choices, which may extend beyond the realm of "money" to concerns about quality of life, happiness and success. To explore the two systems of 'Capitalism' and 'Socialism', they participated in a simulation, with a distant, isolated Indian culture called “Ladakh,” which has been dramatically transformed by “development” or capitalism. The Financial literacy unit discussed money and financial issues and the importance of planning and responding competently to life events. Lessons included interactive charts, graphs, quizzes, and simulation games. By choosing among stocks, bonds and index funds, students learned about the importance of having an emergency fund as "life happens." Another class favorite was “Payback,” an online simulation to manage student debt from college tuitions.
Recent research from Stanford reveals that struggling when working through math problems makes children's brains grow. They discovered that the lowest achieving students were those who used a memorization strategy and when they approached math these students tried to remember lots of methods and studied for a test through memorization. Higher achieving students were those who approached math by thinking about big ideas, thinking about what they know and don't know, and how math relates to the world. Highest achieving students of all were those who have a growth mindset and use math strategies, thinking about big ideas and making connections. These students, with the most powerful beliefs about themselves and the best math strategies to use are the highest achieving students in the world. This is the direction we are working in every math class each day.

This year our LS D through US E math students solved a problem using various mathematical techniques. The LS D's solved the problem with beans and squares. The LS E's used a spreadsheet they created. The LS F's wrote equations and by graphing them, found their intersection. The LS G's wrote equations and solved the system using elimination, while the USA/B's used substitution and the USC/D/E's used inverse matrices. This experience highlights the problem-solving curriculum we are developing at Lee Academy. Our research-based program encourages students to persevere, to search for patterns, to use technology and mathematical ideas to find meaning in their work which they can apply in their Science and Social Studies classes.

The LS G through US C groups used a new textbook which emphasizes challenging word model problems. They also solved problems from NASA, used TI graphing calculators and improved critical thinking skills through programming M.I.T. Scratch. LSG/ Honors Algebra worked smoothly through quadratics and finished with standard deviation and linear regression. USA/B Honors Geometry started with a unit on trigonometry to help them with their Physics and Physical Science classes. Dynamic geometry included some interesting graphics on computers and calculators, including a venture into polar co-ordinates and working with dilations and transformations. Other students took Algebra II, Advanced Topics in Algebra or Pre-Calculus. They focused on applications in Physics, their SAT/ACT prep and the use of technology.

LS D through LS F students continued to work through Singapore Math resources that include new problem-solving materials and new textbooks. They programmed games with Scratch from MIT and created spreadsheets and graphs. Geometrically, students drew 2-dimensional and 3-dimensional figures and used formulas to find area and volume. They produced pictures using co-ordinate geometry and created tessellations and transformations.

The LS C's started the year with rounding, multiples and factors. They learned how to make tables and graphs and why they are important. While studying angles, they applied that knowledge to build Ferris wheels in robotics. They learned how to create angles and measure angles up to 360 degrees. The decimal unit was a longer unit. It touched on rounding, place value and all the operations. The decimal unit was expanded into the money unit. Students created their own stores and price lists. They had to make change and learned about profits and losses. New content included negative numbers, order of operations, exponents and solving equations with variables.

The LS B class learned the basic functions of multiplication tables and long division with remainders. They studied money, recognizing the amount and the names of each coin, how to make change and count money. The class worked with the metric system and the U.S. Standard measurements. They learned how to convert each measurement as well. Next they looked into the basics of forming fractions, comparing greater or less than and how to simplify each one. They also ventured into geometry with area and perimeter of different shapes.

The LS A class started with the formation of numbers up to 100. They learned the basic operations of adding and subtracting before getting into borrowing and carrying. They learned how to use a tape measure, scales and graduated cylinders in both metric and US systems. They also used both systems to measure different objects around the classroom.
**SCIENCE**

**LS D and LS E** were rock stars this year. They started by visiting a working farm to see how we can be sustainable and better understand what plants need in order to grow, which they put to use by trying to grow their own plants from seeds. The class then studied what has to happen to rocks to make the good soil. On a field trip to USF with Dr. Wetmore, they learned why Florida has very different geology than volcanic areas and areas with Metamorphic rock. Using their scientific inquiry skills to classify rocks during a lab, they had to be open-minded in how “cooking with Ms. Sharon” could recreate the three different types of rocks. Next they played the part of organelles in a student written play called Plant Cell City, helping them learn material for their unit on cells. Students then engaged in hands-on physics experiments to learn about pressure, speed and acceleration.

**LS F’s** main focus was investigating the human body, from the benefits of vitamin C to how DNA is responsible for our physical traits. They made the connection on how our garden provides nutrients to help us make energy and what actions we can do with this energy to stay healthy. After intensely studying the various pollinators in our newly expanded butterfly gardens, students generated imaginative species of pollinators that would help the Lee Academy garden.

**LS G** students studied Earth science, which included the geosphere, atmosphere, biosphere, hydrosphere and cryosphere. Beginning with earthquakes and tectonic plates, students moved on to problems with water in Florida. They worked hard to explain to the younger students how the flow of water has been redirected and the resulting impacts on the world. Additionally LS G’s were able to increase the amount of compost added to our gardens by creative problem solving. They also investigated global climate change by conducting experiments, watching documentaries and reading current events to learn how it impacts all aspects of their studies.

**US A’s** started the year studying concepts in physics. They went on a field trip with other Upper School students to HCC to learn about the connection between collisions, potential and kinetic energy. They made their own roller coaster to further understand velocity, acceleration and forces. Students spent the second semester learning information from the Periodic Table and creating their own table, which provided a useful reference and led to work with atomic models, chemical reactions and finally, oil spills. They were given an oil filled aquarium, then had to remove all the oil in the tank, using trusted methods and innovative ideas.

**US B & up** used hands-on activities and experiments to learn about physics. Some of this year was dedicated to advanced software programs and simulations to understand how scientists can use computers to be accurate and reliable. There was also a focus on student presentations about important scientists and concepts. They were encouraged to develop their own labs, using everyday items and creativity. To learn about circular motion and centripetal forces students took a field trip to experiment with various playground structures. They built roller coasters and pendulums to collect data on the Laws of Conservation of Energy and Momentum. Students also built their own circuit cardboards to learn about circuits and electricity and were able to imagine their own future homes by creating circuits to and from chosen appliances. These projects gave them excellent practice to build their own Rube Goldberg machine at the end of the year.
Early Childhood Exploring individual strengths and talents, the early childhood students illustrated their uniqueness. Appreciating differences followed with learning about people and their different cultures around the world. To compare their differences, students made *All About Me* books and shared them. A unit about feelings helped the class learn ways to express anger as well as developing a feelings vocabulary. The central theme for the remainder of the lessons was making good choices. The students made necklaces with *Stop and Think* on them to help remember this important guideline for making good choices. They also participated in activities and stories about friendship as well as conflict resolution and problem-solving. Respect was integrated into many of the lessons. They finished out the year with learning about what bullying is and isn’t, and what to do about it. The students were left with a lot to think about!

*LS A/B* To explore about oneself and to learn about each other, students made *Me Bags* by decorating them with pictures from magazines and drawings. Stories, activities and discussions about the elements of friendship followed. Themes such as caring, fairness and good citizenship were explored. Cooperative learning and teamwork activities were very challenging for this group. A favorite activity was inventing “a tool every household needs.” In small groups, the students practiced sharing ideas, listening to one another, compromising and deciding on one product per group. Responsibility and perseverance were explored by relating to characters in stories, identifying what good citizenship means, and then taking a close look at themselves to determine what responsibilities they have at home, in school and in the community. These students started the *Steps to Respect* program with lessons on identifying respectful actions, friendships and how to join a group. Role-playing ways to join in with a group was especially enjoyed. The lessons continued with defining bullying. Learning what the differences are between telling and tattling was particularly interesting for all. Students also learned important lessons from the “Steps to Respect” program. Discovering what bulling is and isn’t, how to refuse bullying and what to do if you are a bystander.

*LS C* students made *Personal Flags* to illustrate and then share about themselves. The *Future Mirror* activity guided students to explore self-images. They created illustrations about what they would be like in the future and where they could be found. A fun guessing game followed that required trying to determine who was who. Lessons on resolving conflicts peacefully and good communication skills taught how to use “I” messages and problem-solving steps. The *Anger Solutions* and *Furious Fred* games helped show students what to do when angry as well as providing fun ways to learn. Stories about characters who demonstrated problem-solving and handling anger reinforced the topics. The *Being Your Best* program focused on character traits and provided self-surveys that result in self-knowledge as well as identifying traits the student would like to improve. Each student chose a chapter from the book and then presented information about their particular character trait to the group. Review sessions from the *Steps to Respect* anti-bullying program were integrated into the group dynamics lessons.

*LS D’s* A *Get to Know You* activity, *Commercial for Oneself*, directed each student to create a commercial focusing on his/her strengths and talents. The goal was to try and sell themselves as well as find out about their peers’ strengths and talents. The presentations were enjoyed by all. Partner interviews followed. Partners introduced each other based on the information they acquired in the interview. A curriculum based on gaining personal power, *Stickup for Yourself*, provided information on how to gain personal power while sticking up for yourself. A making choices unit presented students with the steps of decision making. They explored what values are and identified their own. Things that were important to each student were illustrated with drawings, magazine pictures and words. Each student then shared the collage with the group.
LS E’s  *Little Stories of our Classroom* was an opening activity that asked students to provide interesting information about themselves. Then a partner asked clarifying questions in order to gather enough information to compose a short biography. After writing about their partners, each introduced one another. The result was a class book of “our stories.” The next project involved creative thinking and self-analysis. *The Real Me* and *The Super Hero Me* were titles for a trading card booklet of information about the author. How to be a valuable team member in a cooperative learning group was a set of activities that required working together as a team. Two projects, *Lost on the Moon from NASA* and *Space Pioneers*, required the group to share ideas, evaluate the many opinions, and agree on the final goal. They learned about compromise, collaboration and consensus. A Study Skills unit began with a self-survey about study areas at home and questions about organization. *Making and Keeping Friends* reminded the students about the importance of building trust, how best to resolve conflicts fairly, and managing feelings and actions. Learning the difference between a conflict situation and a bullying one led to identifying face to face bullying and bullying that is happening behind someone’s back.

*LS Fs*  From the *Museum of I* project curriculum, students chose a project that symbolically represented themselves. Some of the chosen projects were designing a cruise ship company, a theme park or a garden. Every element of the project had to represent an aspect of the student’s personality and values. These projects really stretched students’ creativity and imagination as well as requiring them to examine themselves. *The Go Program*, based on *The Seven Habits of Highly Effective Teens* reinforces the life skills that teach how to live a happy, healthy and organized life. The students studied topics such as: mission and goals, priorities and willpower, listening and communicating and creative cooperation. The program culminated with each student developing a mission statement.

*LS G’s*  An *Executive Functions* unit helped students develop better study skills in order to be more organized and successful. Learning to take notes, gathering information from varying sources and scheduling were a few of the topics. In the second semester, Career Studies was the theme to prepare students for the future. They carried out extensive research on careers of their choice, narrowing it down to one or two top choices. Learning what types of careers will be needed in the future, what employers are looking for and what elements are important in the workplace are some of the topics that were researched. Once the information was recorded, each student created a Power Point presentation. This was a fun way for students to learn more about themselves and others as well as finding out about careers other than the one they chose. The unit culminated with mock interviews requiring the students to answer questions they might expect in a real interview.

**SCHOOL GARDENING’S INFLUENCE ON CHILDREN**

A recent study confirmed that school gardening influences the nutritional attitudes and behavior of children. Researchers found that pupils who took part in school gardening were better informed about sustainability, quality and healthiness. This promoted reflection on their own eating habits and fostered a favorable attitude towards a healthy and sustainable diet. In the study, total consumption of vegetables increased by 17% within families of “gardening” students.

At Lee Academy, our classes from early childhood on participate in all aspects of organic gardening (preparation, planting, composting and harvesting). This hands-on activity is augmented by research and class discussion. To help minimize peacock interference and enhance the variety of our produce, we are planning to construct a greenhouse to augment our garden this summer.
I N T H E F I E L D

DEEPENING INDEPENDENCE IN READING

Lee Academy incorporates the following guidelines in its approach to independent reading. Because of our small class size, the positive results of this approach are readily visible in the depth of comprehension in our students and their high levels of interaction with each other and in class discussions. It also creates a love of reading that will stay with them throughout their lives!

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<tr>
<th>NURTURING ENVIRONMENT</th>
<th>CHOICE</th>
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<tr>
<td><strong>The Research:</strong> When students feel safe to take risks, it increases their motivation, engagement, independent literacy development and language acquisition.</td>
<td><strong>The Research:</strong> Choice raises motivation and engagement.</td>
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<tr>
<td><strong>The Practice:</strong> Students read with partners and learn to coach and support each other. Form inferential discussion groups with open-ended discussion of texts.</td>
<td><strong>The Practice:</strong> Students are free to select books for reading and choose how to document their reading. For small-group literature discussions, students choose their top choice from pre-selected books.</td>
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<tr>
<th>SUPPORTED INDEPENDENT READING</th>
<th>TALK AND INTERACTION</th>
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<tr>
<td><strong>The Research:</strong> Supported independent reading time increases fluency, comprehension and reading achievement.</td>
<td><strong>The Research:</strong> Discussion supports comprehension and engagement in higher-level thinking and knowledge communication.</td>
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<tr>
<td><strong>The Practice:</strong> Help students select books they can read and enjoy. Introduce strategies for working with challenging words and maintaining or deepening comprehension. Hold brief conferences with each student to document independent reading practices and provide individualized coaching and support.</td>
<td><strong>The Practice:</strong> Teach students strategies for interaction during partner reading and discussion groups. Brainstorm possibilities for inferential and literal talk about texts during and after reading. Remind students about higher-level thinking they could use when discussing books with a partner or small group.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ASSESSMENT GUIDED INSTRUCTION</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Research:</strong> Assessment that gives teachers immediate feedback on instructional needs improves the quality of teaching.</td>
</tr>
</tbody>
</table>

Lindsay Moses, Associate Professor of literacy education at Arizona State University, created the above guidelines she uses in her reading workshops for elementary level students. Further detail can be found in her book, *Fostering Independence in the K-2 Reading Workshop* by L. Moses and M. Ogden, 2017.
One of the most common concerns of parents of gifted children is perfectionism. Gifted students often have nearly impossible high expectations of themselves, causing increased levels of anxiety. There are several ways in which perfectionism may manifest itself and many strategies for parents to help their children.

**PERFECTIONIST PROFILES**

<table>
<thead>
<tr>
<th>PROFILES</th>
<th>CHARACTERISTICS</th>
<th>HOW PARENTS CAN HELP</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic Achiever</strong></td>
<td>Strong focus on external evaluations</td>
<td>Deemphasize grades and external evaluations</td>
</tr>
<tr>
<td></td>
<td>Tends to view in extremes - “all or nothing”</td>
<td>Focus on growth, learning and satisfaction first</td>
</tr>
<tr>
<td><strong>Aggravated Accuracy Assessor</strong></td>
<td>Focuses on mistakes</td>
<td>Model mistakes</td>
</tr>
<tr>
<td></td>
<td>Needs to create “perfect“ work</td>
<td>Provide examples of imperfections in role models</td>
</tr>
<tr>
<td></td>
<td>Spends too much time</td>
<td>Limit time spent on assignments</td>
</tr>
<tr>
<td><strong>Risk Evader</strong></td>
<td>Disengages to avoid potential disappointment</td>
<td>Provide safe environment for taking risks</td>
</tr>
<tr>
<td></td>
<td>Avoids challenge and completing assignments</td>
<td>Praise efforts, not outcomes</td>
</tr>
<tr>
<td><strong>Controlling Image Manager</strong></td>
<td>Focuses on perceptions of others</td>
<td>Model good sportsmanship</td>
</tr>
<tr>
<td></td>
<td>Tries to maintain image of perfection and success</td>
<td>Praise process and effort vs final product</td>
</tr>
<tr>
<td><strong>Procrastinating Perfectionist</strong></td>
<td>Delays initiating work to avoid risk</td>
<td>Communicate timelines</td>
</tr>
<tr>
<td></td>
<td>May exhibit anxiety about projects or have difficulty in breaking them down</td>
<td>Work with children to divide large tasks into manageable sub-goals</td>
</tr>
<tr>
<td></td>
<td>Fears performance will not live up to expectations</td>
<td>Help establish reasonable expectations</td>
</tr>
</tbody>
</table>

The above table comes from *Perfectionism: Helping Gifted Children Learn Healthy Strategies and Create Realistic Expectations*, an article authored by Dr. Hope E. Wilson and Dr. Jill L. Adelson in the September 2018 edition of NAGC’s *Parenting for High Potential*
ARTS EDUCATION HELPS OTHER LESSONS STICK

Arts education encompasses many disciplines, including drama, dance, music, design and visual arts (painting, photography, sculpture, etc.). When children are younger, arts education helps them develop a capacity for collaboration, creativity, inquiry and passion. We feel there are real advantages to teaching the arts in an exploratory way, where children can experiment.

While arts education has many benefits, such as creative thinking, researchers have found that children who learned the material in a curriculum that made use of the arts remembered more. Since arts allow for elaboration in addition to repetition, students are more likely to remember other portions of the curriculum. A great example is Lee Academy’s Spanish language program, where instructor Amalia Hughes uses music, plays, puppets, story telling and other arts in a collaborative manner to accelerate the students retention of the language. It not only improves their language skills, but also instills a lot of fun into the classes.

THE OVERPROTECTED AMERICAN CHILD

Many of us have memories of a carefree childhood riding bicycles and playing with other neighborhood children with no parents in sight. Parents seemed to trust their instincts. But today, how do you go with your gut when you’re bombarded by social media debacles, anxiety-ridden articles, numerous parenting advice books and a neurotic cultural tide?

Overzealous parenting can do real harm. Psychologists and educators see it as one factor fueling a surge in the number of children and young adults being diagnosed with anxiety disorders. For children who are already anxious, overprotecting them can make it worse. “It reinforces to the child that there is something they should be scared of and the world is a dangerous place and “I can’t do that for myself,” says Rebecca Rialon Berry, a clinical psychologist at the NYU Langone Child Study Center.

A lack of autonomy and independence can also stymie the development of self-confidence and may cause children to remain dependent on parents and others to make decisions for them when they become adults. Alan E. Kazdin, a professor emeritus of psychology and child psychiatry at Yale University, recommends that parents repeatedly encourage independence in small, lower-stakes situations. Of course, when children try something on their own, it doesn’t always go smoothly. They may take the wrong bus or choose not to study for a test—and then bomb it.

Anne Marie Albano, director of the Columbia University Clinic for Anxiety and Related Disorders in New York, reminds parents that the ultimate goal is to have their children be self-sufficient by the time they leave home for college or the workplace. She and her colleagues have come up with a list of milestones that adolescents should achieve before high-school graduation.

Such outcomes point to the one autonomy milestone that parents find particularly difficult, says Joseph F. Hagan Jr., clinical professor in pediatrics at the University of Vermont and the co-editor of the American Academy of Pediatrics’ Bright Futures guidelines for health professionals. “Part of independence is to make your own decisions,” he says—including “the right to make a wrong decision.”

In addition to academic advancement, Lee Academy emphasizes the social and emotional growth of each child. Through our Group Dynamics program, Lower School students develop critical thinking, good decision-making, confidence, respect, awareness, responsibility, empathy and a positive view of themselves. These character-building attributes are reinforced by other teachers in classes throughout all levels at Lee Academy.
**Wellness**

**Movement**
Humans were made to move!! Yet the majority of our time is now spent sitting and this trend negatively affects school-age children as much as adults. Few states set a daily minimum amount of time that students must participate in physical education or recess. If a minimum is set, it is usually relegated to PreK through elementary grades. However, middle schoolers and high schoolers need movement as much as their elementary peers.

“Instructional variety” is one way of doing this, with teachers mixing things up, weaving games, activities and partner/group events into classes. Another incentive to movement is to surround students with an environment that is inviting. We strive to accomplish the above with classroom movement, an extended lunch period and a well-treed campus with many interesting options for children to move around and play.

**Exercise, Lunch, Sleep and Air Quality Matter**
School planning often has a lot of competing priorities. Some things - like morning schedule, lunch, activity time and campus environment - can fall to the bottom of the priority list. Yet evidence is mounting that attending to these basic aspects of students' school experiences can significantly improve their academic focus, concentration and mental well-being.

At Lee Academy, we understand the impact of these health and wellness factors and give them appropriate priority. Classes start at 8:30 AM, since early start times have proven to be detrimental to needed sleep. We provide a full fifty minutes for lunch, allowing students ample time to eat leisurely and then move around. Our shaded 4 acre lakefront campus contains many features that promote movement, play, exercise, meditation and relaxation.

**Your Produce - “Clean” or “Dirty”**
This 2019 report from the Environmental Working Group provides health-conscious shoppers with a guideline on what produce is most likely and least likely to contain significant pesticide residue. Children are uniquely vulnerable to the adverse effects of pesticide uptake because of developmental, dietary and physiologic factors. Parents need to be informed and aware of the “cleanliness” of the produce on the family table. The consumption of organic food will result in lower pesticide exposure and should be a consideration when shopping. Listed below are the report’s Dirty Dozen and Clean Fifteen.

<table>
<thead>
<tr>
<th>Dirty Dozen</th>
<th>Clean Fifteen</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strawberries</td>
<td>Avocados</td>
</tr>
<tr>
<td>Spinach</td>
<td>Asparagus</td>
</tr>
<tr>
<td>Kale</td>
<td>Sweet Corn</td>
</tr>
<tr>
<td>Nectarines</td>
<td>Pineapples</td>
</tr>
<tr>
<td>Apples</td>
<td>Peaches</td>
</tr>
<tr>
<td>Grapes</td>
<td>Cherries</td>
</tr>
<tr>
<td>Potatoes</td>
<td>Pears</td>
</tr>
<tr>
<td>Tomatoes</td>
<td>Cherries</td>
</tr>
<tr>
<td>Celery</td>
<td>Pears</td>
</tr>
<tr>
<td>Honeydew Melons</td>
<td>Asparagus</td>
</tr>
</tbody>
</table>

**KIDS LOVE TO SNACK**
Children love to snack on things. Parents often feel pressured to give them what they want. But allowing children to snack on whatever they want will often not help meet their body's nutritional needs. It also may result in health issues, including obesity, poor gut health, dehydration or poor immunity. Here are a few ideas that may help:

**Set Family Rules:** Always have a glass of water before having any other type of drink; Eliminate or limit snacking past dinner time

**Provide Healthier Snacks:** Replace chips or crackers with nuts, seeds, organic popcorn or trail mix; Replace ice cream or desserts with yoghurt, berries or other fruit

**Healthier Drink Alternatives:** Replace soft drinks with natural, sugar-free flavored water; Replace juice with smoothies; Use natural healthy energy drinks.
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 and area colleges with regard to our Upper School Dual Enrollment program. David is experienced in leading student trips abroad.

**Krista Bader** - Lower School Science, Social Studies & Language Arts

Krista graduated with a Bachelor of Science degree in Education from the State University of New York at Brockport. She has taught in both public and private schools, was an English instructor in Taiwan and South Korea and served as director at a private school in Tampa. Her philosophy: when students feel safe and heard, when questions and ideas are not only accepted, but encouraged, they become free to reach their potential. She looks forward to extending lessons beyond the classroom by taking advantage of the many enrichment opportunities Tampa Bay has to offer.

**Anne Jewett** - Social Studies

Anne holds a Master’s degree from Iona College and earned her Bachelor’s from the State University of New York at Oswego. She has over 15 years of teaching experience and holds Florida DOE certification for secondary social studies. Immediately prior to joining Lee Academy, she taught history, social studies, civics and entrepreneurship at St. John’s Episcopal Day School. Prior to relocating to Tampa, Anne worked at Manhattanville College, serving as Communications Director and Chief of Staff to the college president, as well as adjunct professor. She incorporates many field trips into her program and will be taking her students to Washington D.C. in the Spring.

**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.

**Lisa Ortiz** - Health & Life Skills

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

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 - Middle School Coordinator, Robotics, Physical Education and Lower School Math

Jeff received his Bachelor's degree from Manchester College 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. Jeff and Lou Ann work together on Middle and Lower School responsibilities, including working with students and parents.

Sharon Mejia - Upper and Middle 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 applied experience, 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 and taught science curriculum units for gifted students in the Johns Hopkins talent identification program. Her hands-on approach has engaged Lee students, with numerous field trips and on-campus environmentally-sound projects, including the creation and expansion of a student-run organic campus garden. Each year, Sharon leads a major biologic research field trip, ranging from the Everglades to Death Valley, 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 Florida Association for the Gifted, and 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 - Yearbook

Prior to joining Lee Academy, Sherry worked as a teacher in the Hillsborough County Public School system, while becoming proficient in a number of cutting edge computer graphics programs. She also is an experienced photographer and a member of the National Association of Photoshop professionals. Sherry assists Jennifer Deitz in the preparation of the annual yearbook.

Joshua Rayman - Physical Education

An associate professor of philosophy at USF with a Ph.D in Philosophy, Joshua offered to become the track and cross-country coach at Lee Academy. He has an extensive background in track, having competed for Williams College and ran in numerous long-distance races.
Jennifer Deitz - Director

Jen 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 in Education, specializing in Curriculum Design and Assessment, all from the University of Leeds in England. Jen has taught in both England and Germany and has many years of experience in a variety of subject areas, including languages, math and information technology. She is responsible for all aspects of the program and is the focal point of communication for parents, faculty and the world outside Lee. Along with the Upper, Middle and Lower School Coordinators, Jen is responsible for curricula. She is also our go-to person to keep computer systems up and running on a daily basis.

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. John is constantly augmenting curriculum in ways that enhance educational skills, keeping classes interesting and relevant. John successfully produces a school play each year.

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 has led cultural field trips to Costa Rica.

Caroline Karp - 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

David holds a Bachelor’s Degree in Fine Arts (filmmaking/photography) from the University of South Florida. A founding member of Tampa’s Artists and Writers Group, David has produced, created, and/or directed numerous festivals/plays/art shows for his group, plus a decade of producing film/music/literature/art festivals for Hillsborough Community College-Ybor. David is the creator/director of the upcoming Deep Carnivale: A Celebration of Words to be held at Lee Academy (see page 32).

Danielle Fellerhof - Chess

Danielle holds a Bachelor’s degree in Early Childhood Education with a minor in Theater from USF. A former Lower School and Early Childhood teacher at Lee Academy, Danielle rejoined us to mentor our Chess Club, which has grown in size and accomplishment, with great success in local and regional chess competitions.
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:

- Expanded New Athletic Field
- Constructed Shade Structure at Athletic Field
- Purchased Kilns and Constructed Kiln Building
- Refloored the Library & Computer Room
- Constructed Additional PE Equipment Shed
- Landscaped Entrance Drive & Parking Loop
- Refloored Three Classrooms

WORK AGENDA 2019
This summer will have three designated work weekends. Landscaping and projects will be started on the weekend of June 8th & 9th, with additional projects on July 13th and 14th. A campus beautification work weekend will be held on August 10th & 11th, with an emphasis on 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:

- Landscaping the Campus
- Constructing a Greenhouse
- Enhancing the Access to the Lake
- Creating an Obstacle Course

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

CAMPUS EXPANSION
Over the past 18 months, we have taken a number of steps to expand and enhance our environmentally rich, movement oriented, non-institutional campus. Over 1.5 acres of property was acquired along the southern boundary of the campus, allowing us to create a new athletic field, additional parking, a pick-up queueing loop, frontage along a second lake and more trees to buffer the campus. To further improve the campus, we have added a beautiful entrance road, an attractive gate, a shade shelter, a kiln building, perimeter fencing and additional landscaping.

In January of 2019, we became aware that owners of adjacent parcels to the north and west were also planning to list their properties for sale. Since existing zoning on the parcels would allow potential development that could impact the school and limit its future growth, the founder of Lee Academy negotiated the purchase of both properties. The 1.85 acre lakefront parcel to the north includes several residential structures. The 1.0 acre parcel to the west (between the school and Twin Lakes Boulevard) has a single residential structure. Both properties contain mature trees. Future plans anticipate incorporating the properties into Lee Academy, creating a beautiful 7 acre school campus that would front two lakes and provide space for additional facilities (multipurpose building, classrooms, wellness/nutrition center).

S.A.G.E. Silent Auction
The Southeastern Association for Gifted Education has historically held an annual fundraiser to support program and facility improvements at Lee Academy 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, kiln building, gate and pavilion were achievable because of proceeds from this endeavor.

This year’s fundraiser was held on April 27th. Our lakefront campus was transformed into a festive venue, complete with wonderful live music by Roberto Debourg, a wine tasting and auctions (silent and live). Silent auction items were varied and student artwork drew exciting 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.
Duke Talent Identification Program

Congratulations to Ricardo Luciano-Torres, 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. Ricardo will have an opportunity to take part in special university classes this summer.

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 Kai Bader, Daniel Crist and Lucas Gaitan. They joined Dominic Castelli-Flanders and Pema Skinner who qualified for the program last year.

Congratulations to all our TIP Program qualifiers!!!

This year’s In-Depth Studies:

Matthew Carbone - The FERA, WPA, CWA and the Great Depression
Henry Germroth - Missile Madness: The Role of John F. Kennedy During the Cuban Missile Crisis
Eli Gorla - The Assassination of Abraham Lincoln
Alexandria Banks - The Triumphs and Tragedies of Nelson Mandela in his Fight for Racial Freedom
Ty Miniati - The Effects of the Black Death on the Causation of the Italian Renaissance
Murphy Scherer - The Stonewall Riots and How They Affected Gay Rights
Maxime Moore - What One Never Knew About Napoleon
Sofia Ortiz - Martin Luther King, Jr. and His Impact on the Civil Rights Movement
Brandon Sagardia - Shuttle Challenger: What Went Right, What Went Wrong
Danny Bui - The Tragedy and Triumph of Jack Ma
Isolde Rayman-Moore - The Tragic Salem Witch Trials’ Influence on Puritan Rule
Ricardo Luciano-Moore - Roberto Clemente’s Legacy in Baseball and Humanitarianism
Danae Ericsson - The Tragedy of Mary, Queen of Scot’s Life and the Triumph After Her Death
Caitlyn Wetmore - Malala Yousafzai
Josie Smith - The Life, Love and Loss of Elizabeth Schuyler Hamilton, an Unappreciated Warrior
Nathaniel Hector - The Story of Nelson Mandela and Apartheid in South Africa

Sofia Ortiz just completed a several-week run of the musical “Godspell” with The Acting Studio, where she played the role of Joanne. She has been cast as Cinderella for their 2020 production of “Into the Woods.” Sofia has also been selected as a Junior Educator for the Florida Aquarium and will be volunteering there this summer.

Juniper Smith accepted an invitation to join a competitive gymnastics team here in Tampa.

Matthew Carbone received a gold medal and perfect score in the National Latin Exam (NLE), a test given annually to Latin students across the United States and around the world. The NLE is meant to be an opportunity for students to receive reinforcement and recognition for their accomplishments in the classroom. Depending upon their score, students may earn certificates, medals, and may even qualify for scholarships.

Daniel Fellerhoff, already a star chess player at 9 years of age, met fellow players from the Florida School for Deaf and Blind at the North Florida Regional Chess Championship. He was so intrigued by their use of adapted equipment and need for regulation modified equipment that he asked if he could hold a Chess Day Fundraiser at Lee Academy. Daniel held a “simultaneous exhibition,” while other chess members gave beginner lessons and ran stations, including “Blitz,” “Bughouse” and “Chess 960.” Their efforts were a great success, with an astounding total of $600 raised for the School for the Deaf program!!

Daniel earned 2nd place in the 4th/5th grade section at North Florida Regionals. Daniel’s upcoming plans include applying for a tournament director certificate and playing at the US Open Chess tournament in August.

Daniel has been a member of Lumina Youth Choir for 3 years and was recently invited to audition for the Florida BoyChoir.

Congratulations to Ricardo Luciano-Torres, 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. Ricardo will have an opportunity to take part in special university classes this summer.
## CALENDAR OF EVENTS  2019 - 2020

### FALL SEMESTER

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 8-9</td>
<td>Campus Landscaping</td>
</tr>
<tr>
<td>July 13-14</td>
<td>Campus Project Weekend</td>
</tr>
<tr>
<td>July 24-28</td>
<td>World Conference on Gifted - Nashville, Tennessee</td>
</tr>
<tr>
<td>August 10-11</td>
<td>Campus Beautification</td>
</tr>
<tr>
<td>August 12-14</td>
<td>Faculty Meetings</td>
</tr>
<tr>
<td>August 14</td>
<td>Parent Teacher Meet &amp; Greet - 5:00 to 7:00 PM</td>
</tr>
<tr>
<td>August 15</td>
<td>First Full Day of School</td>
</tr>
<tr>
<td>September 2</td>
<td>Labor Day – No Classes</td>
</tr>
<tr>
<td>September 13</td>
<td>Faculty Meeting - 11:40 AM Dismissal</td>
</tr>
<tr>
<td>Sept. 30-Oct.4</td>
<td>Fall Break- No Classes</td>
</tr>
<tr>
<td>October 3-4</td>
<td>Fla Association for Gifted - Annual Conference</td>
</tr>
<tr>
<td>October 18</td>
<td>Faculty Meeting - 11:40 AM Dismissal</td>
</tr>
<tr>
<td>November 2</td>
<td>Deep Carnivale Literature Festival at Lee Academy</td>
</tr>
<tr>
<td>November 7-10</td>
<td>NAGC National Conference - Albuquerque, New Mexico</td>
</tr>
<tr>
<td>November 11</td>
<td>Veteran’s Day - No Classes</td>
</tr>
<tr>
<td>November 14</td>
<td>Open House</td>
</tr>
<tr>
<td>November 22</td>
<td>Faculty Meeting - 11:40 AM Dismissal</td>
</tr>
<tr>
<td>November 25-26</td>
<td>Parent-Teacher Conferences - No Classes</td>
</tr>
<tr>
<td>November 27-29</td>
<td>Thanksgiving Holiday- No Classes</td>
</tr>
<tr>
<td>December 13</td>
<td>Faculty Meeting - 11:40 AM Dismissal</td>
</tr>
<tr>
<td>December 20</td>
<td>Winter Performance - 11:40 AM Dismissal</td>
</tr>
</tbody>
</table>

### SPRING SEMESTER

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 6</td>
<td>Spring Semester Begins</td>
</tr>
<tr>
<td>January 16</td>
<td>Open House</td>
</tr>
<tr>
<td>January 17</td>
<td>Faculty Meeting - 11:40 AM Dismissal</td>
</tr>
<tr>
<td>January 20</td>
<td>Martin Luther King Day - No Classes</td>
</tr>
<tr>
<td>February 14</td>
<td>Lower School Science Fair</td>
</tr>
<tr>
<td>February 14</td>
<td>Faculty Meeting - 11:40 AM Dismissal</td>
</tr>
<tr>
<td>February 17-21</td>
<td>Winter Break - No Classes</td>
</tr>
<tr>
<td>March 6</td>
<td>Academic Fair</td>
</tr>
<tr>
<td>March 12</td>
<td>Open House</td>
</tr>
<tr>
<td>March 27</td>
<td>Faculty Meeting - 11:40 AM Dismissal</td>
</tr>
<tr>
<td>April 2 - 3</td>
<td>Parent-Teacher Conferences - No Classes</td>
</tr>
<tr>
<td>April 6-10</td>
<td>Spring Break - No Classes</td>
</tr>
<tr>
<td>May 1</td>
<td>Faculty Meeting - 11:40 AM Dismissal</td>
</tr>
<tr>
<td>May 4-6</td>
<td>Stanford Tests LS A - LS G</td>
</tr>
<tr>
<td>May 22</td>
<td>Senior Capstone Presentation</td>
</tr>
<tr>
<td>May 25</td>
<td>Memorial Day – No Classes</td>
</tr>
<tr>
<td>May 28</td>
<td>Last Day in School</td>
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<tr>
<td>May 29</td>
<td>End of the Year &amp; Graduation at the Friday Morning Musicale - Early Dismissal</td>
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</tbody>
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**Look forward to the following field trips**

- Florida Keys - Fall 2019
- Washington DC - Spring 2020

**Holiday Break December 23 thru January 3**
FLORIDA KEYS
In the Fall of 2019, LS F thru US A students will explore the marine biology and diversity of the Florida Keys, including snorkeling the reefs and visiting Key West. Students will be able to observe mangroves, lobsters, fish, birds, coral and even the elusive key deer on multiple occasions! They will also be able to tour the Turtle Hospital, search for treasure in the Shipwreck Museum, dissect squid, perform night labs and snorkel in the Florida Keys National Marine Sanctuary.

VISITING PROFESSIONALS ON CAMPUS included:
- Peter Aalberg on artwork using materials from nature
- Elizabeth Mitchell demonstrated techniques for dying fabric
- Carolyn Kossar on developing a career as an artist
- Ed Bader on the Fire Diamond and firefighting equipment
- Jimmy Chang on career choices

DEEP CARNIVALE: A CELEBRATION OF WORDS
Our Art Instructor, David Audet, is the creator/director of the upcoming Deep Carnivale: A Celebration of Words that will be held at Lee Academy in November 2019, featuring numerous regional authors, poets and artists. A new book by Paul Wilborn, Cigar City: Tales of the 80’s Ybor Art Scene, features David’s documentary photography.

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:
- Bit’s n’ Pieces Puppet Theater
- Tampa Architecture Walk
- Holocaust Museum
- HCC Entrepreneurship Day
- Tampa Museum of Art
- Physics Lab at Curtis Hixon Park
- Upper Tampa Bay Park
- Tampa History Museum
- Abby’s Organic Community Farm
- USF Geology Lab
- Tampa Courthouse
- Safety Harbor Boardwalk
- HCC Physical Science Labs
- Tampa North Branch Library
- Carrollwood Theater: Florida History Play
- Tampa International Airport
- HCC Entrepreneurship Education: Solving Business Problems through Human Centered Design

Our website address is www.leegiftedacademy.com

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 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.