



2020
STRATEGIC
PLAN

OUR BELIEFS

Academics, athletics, the arts, and servant leadership provide the foundation for a meaningful, student-centered education.

Frederica Academy adheres to an Honor Code that fosters a culture of ethical character and trust.

Students learn best where there is a healthy and productive partnership among students, families, and the school.

Our curriculum and learning experiences are focused on building critical thinking and reasoning skills required for lifelong learning and by our global community.

The Golden Isles serve as a living classroom and create unparalleled learning opportunities for our students.

Frederica Academy is well served by a committed and engaged faculty who value continuous learning and professional growth.

Frederica prepares students not only for the journey of college life and beyond, but the experiences and excitement of today.

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PORTRAIT OF AN FA GRADUATE

A LETTER FROM THE BOARD OF TRUSTEES

Dear Frederica Academy Families,

A school's Strategic Plan is a critical tool that guides a board in setting a budget and making decisions on policy issues. In its Trustee Handbook, the National Association of Independent Schools (NAIS) states that a board of trustees is charged with two primary responsibilities: overseeing the Head of School and the overall, long-term strategic and fiscal viability of the school. Most Frederica Academy Board of Trustees meetings are focused on looking at reports from Admission, Advancement, and Finance in order to assess the financial health and sustainability of the school. The board is responsible for supporting the mission, thinking strategically about the policies it sets by the decisions it makes, and promoting a bright future for the school. The board periodically reviews and updates the Strategic Plan. This document is the result of such a review that was conducted during the school year 2019-2020.

Two circumstances made this an ideal time for Frederica Academy to take a deliberate and thoughtful look at the strengths of the school, where there are opportunities for improvement, and where the school would like to be positioned in the future. First, Frederica Academy had a new Head of School who brought perspectives and ideas and would be able to reinforce

all that the school is doing well. In addition, Frederica Academy is in the process of conducting the self-study portion of the Southern Association of Independent Schools (SAIS) re-accreditation process. Each of these situations encourage a careful review of all aspects of the school.

In August of 2017, the Frederica Academy Board initiated the search for a new head of school by appointing a Search Committee. This committee began meeting to identify the characteristics that were being sought in a new Head of School and developed materials about the school to introduce potential candidates to Frederica Academy. The Search set the tone for developing the current Strategic Plan. The various items contained in this document represent a roadmap that will guide the board and the administrative Leadership Team in the coming years. It will inform budget development as well as policy decisions and new initiatives.

Scott Hutchinson's introductory letter summarizes the process that has this Strategic Plan in a position to be shared with stakeholders. We join Scott in inviting you to read this Plan and encourage you to share your comments with us.

Warmest regards,



Greer Brown
Board of Trustees, Chair



Susan Myers
Board of Trustees Strategic Planning Committee, Chair

A LETTER FROM THE HEAD OF SCHOOL

Dear Frederica Academy Family and Prospective Stakeholders,



Healthy schools recognize the importance of being prepared for the future by planning with creativity and collective vision.

The challenges of operating an independent day school have become increasingly complex with each passing year. A wide range of external and internal factors requires an institution to reexamine periodically its mission and goals. External factors vary from evolving technologies, the economic climate, demographics, societal values, family demands, and even the recent pandemic. Internal demands include the financial state of a school, a school's ability to attract and retain excellent administrators, faculty, and staff; the affordability of tuition; and the depth and breadth of programs.

A strategic plan enables a school community to reaffirm its priorities and to reassess its needs and strengths. Those involved in the planning scrutinize each facet of school life and determine where and how improvements might be made. A strategic plan is a document to guide the Board of Trustees and the administration as they continue to identify appropriate and impactful goals and strategies for the school's future.

This strategic plan is the cumulative result of more than a few streams of suggestions, both formal and informal. A Board-appointed ad hoc committee, comprised of Board and Leadership Team members, served as the central group through which all ideas were presented and vetted. Work began with Leadership Team and Board retreats last summer before engaging the entire faculty and staff and the parent body with the Strategic Plan survey earlier this year. The Board's Strategic Planning Committee and the Leadership Team carefully reviewed the survey results to identify themes that could be incorporated into the draft plan; and from that analysis and those conversations, a plan was presented to the full Board for final approval and adoption.

The final document is structured to reflect three critical and distinct elements of our school's plan going forward.

1. The **Stewardship** portion of the plan identifies best practices that must occur consistently in the daily operations of the school. Those practices anchor the school's policies and programs and form the bedrock of our culture.
2. The **Action** portion of the plan identifies sixteen specific initiatives or special events that are essential for the continued growth and development of the school. The timeline for these initiatives, prior to the coronavirus pandemic, was one year. That timeline is being revisited in the context of a better understanding of the pandemic's duration.
3. The third portion of the plan is the **Vision** segment, and that identifies initiatives to be begun and hopefully completed within the 2-4 year range.

In each case for all three parts, the specific responsibility for managing the completion of the initiative is identified in the plan; in general, most of the work to implement the plan falls to the Leadership Team and the Head of School, who will periodically report to the Board on the work progress.

On behalf of all those who collaborated to create this 2020 Strategic Plan, I invite you to peruse the document and become acquainted with its contents. It will serve as a blueprint for institutional growth at Frederica Academy going forward.

Respectfully,

Scott L. Hutchinson
Head of School

FA ALWAYS - OUR MISSION

TO MAXIMIZE THE POTENTIAL OF EACH STUDENT AND TO PREPARE EVERY STUDENT FOR COLLEGE AND ADULT LIFE THROUGH THE DEVELOPMENT OF **MIND, BODY, AND SPIRIT.**

The totality of a Frederica Academy experience is designed to nurture these three facets of a young person's being.

BY MIND WE ARE REFERRING TO THE FOLLOWING:

- capacity to generate original thought and to learn from and with others;
- curiosity to explore new ideas;
- passion for reading and effective eloquence in speech and writing;
- tenacity and creativity to solve problems individually and collaboratively;
- ability to relate and connect disparate ideas among different disciplines; and
- PK-12 learning framework with a strategic sense of progression that culminates in each student possessing the skills, orientation, and academic foundation to succeed at a college aligned with his or her aptitudes, interests, and career aspirations.

BY BODY WE ARE REFERRING TO THE FOLLOWING:

- informing, promoting, and living a healthy and balanced lifestyle through proper nutrition, sleep, exercise, and responsible self-care;
- using physical activity in Lower School to optimize student focus and achievement in the classroom;
- using the Middle and Upper School years to explore participating in an athletic experience at some level;
- using athletics to develop life lessons, strength of character, and lifelong skills that are cultivated through physical training, teamwork, goal-setting, achievement, and the highs and lows of competition and shared experiences; and
- using team sports to galvanize school spirit and to create a more united and better connected community of stakeholders.

BY SPIRIT WE ARE REFERRING TO THE FOLLOWING:

- cultivating a sense of altruism within each student and a desire to serve others;
- embracing the importance of a diverse and inclusive community and the value of recognizing, respecting, and benefitting from the voices, virtues, and experiences of each member of the FA family;
- recognizing the responsibilities inherent in being a constructive member of a community;
- strengthening one's character to think the best of others and behave honorably and with compassion at all times; and
- recognizing that faith can play an important role in one's life and that each person's faith should be celebrated and respected.

OUR PHILOSOPHY



Frederica Academy is a coeducational, nondenominational, independent, college preparatory day school offering the highest quality education for students of all races, creeds, and nationalities. The mission of Frederica Academy is to prepare students who are of average or above average ability and who aspire to a higher education to realize their potential and to respond to the expectations of a democratic society. Each student is viewed as unique so that special qualities may be recognized and developed. The school fosters an atmosphere where high moral standards of conduct within the Judeo-Christian tradition are practiced, and there is a stated honor code. Support from parents and the community is actively sought in maintaining these high moral and academic standards throughout the learning process and in the learning environment.

Frederica Academy's position is that the education of its students requires regular attendance in all obligations. The academic exchange between the teacher and the students is of paramount importance. All other activities are considered secondary. Therefore, every effort is made by the faculty, coaches and administration to maximize the time a student is in the classroom.

Education, as distinguished from training, is a process of blossoming from within rather than one of manipulation from without. It occurs when inherent abilities are stimulated by an environment conducive to growth. Growth implies change: a stretching, a transcending of boundaries. Education is dynamic and the school becomes the change agent.

Close relationships are a significant characteristic of life at Frederica Academy. We form a community based on mutual trust and participation by all students, faculty and administration. Because of this spirit, the government of daily life at this school is made as simple as possible. Students are given the freedom to practice expected self-control and to accept personal responsibility for their actions. The basic rules regulating our common life are intended to ensure consistency, fairness and a sound environment for education.

Frederica Academy aspires to provide those resources of faculty, curriculum, and environment which best enhance student opportunity for intellectual, physical, moral, social, and aesthetic development. Frederica Academy inspires and leads its students to become self-motivated in their pursuit of excellence and prepared for future opportunities in education and in the exercise of citizenship in a democratic society.

FA TODAY - WHO ARE WE?

The mission of Frederica Academy is to maximize the potential of each student and to prepare every student for college and adult life through the development of mind, body, and spirit. Within that mission the central focus of a Frederica Academy education is to develop to the fullest the intellectual promise and strong character of each student. Through long-standing traditions and a culture that prizes intellectual curiosity, engagement, and a tenacity to pursue that curiosity, Frederica students distinguish themselves as genuine life-long learners. Through a culture that values and celebrates honorable behavior, Frederica students learn that knowledge, integrity, and respect are at the heart of a life well lived.

A Frederica student is someone who likes to learn and understands the value of working and playing constructively in a learning community. That student exhibits age-appropriate personal discipline and respect both for oneself and for others. That student has the aptitude, academic background, and work ethic to participate successfully in the academic life of the school and is an asset to the classes and activities every day.

The relationship between students and their teachers proves a critical factor in the development of a Frederica Academy student. The knowledge competencies that students acquire through these interactions, both inside and outside of the classroom, provide the foundation for a student's confidence in presenting him/herself. Beyond that imparted knowledge though, it is the caring and understanding shared within that relationship that distinguishes the uniqueness of that interaction and provides Frederica students with an additional sense of worth.

Frederica Academy offers a coordinated and sequential curriculum that focuses on broad-based liberal arts exposure for all grade levels. The academic, arts, athletic, and service programs all offer considerable breadth and depth so that Frederica Academy students can discover diverse interests at an early age and pursue those interests throughout their time at the school and beyond. In Lower School, students master critical language skills and develop a problem-solving mindset; the Middle and Upper Schools offer expanded courses and activities for further exploration and study.

Interscholastic athletics is an opportunity for students in Grades 5-12 to represent themselves and our school in competition with other regional schools. The Fine Arts program cultivates each student's unique ability to create, perform, and share the arts. PK-8 students experience the core arts in a sequential program; Upper School students may self-select their performing, visual, or digital media track.

Frederica Academy is intentionally a small school by enrollment standards, but has an expansive program and an ability to prepare students to be successful at highly competitive colleges and universities like other independent schools with larger student populations. We offer a wide menu of AP courses, college dual enrollment, and on-line learning that augment both the traditional and project-based learning classrooms on campus, and our 1:1 Chromebook program in Grades 2-12 provides exposure to building the technological skills required in higher grade levels.

Frederica Academy is dedicated to understanding the learning profile of each and every accepted student; and within the context of a traditional school setting, works to meet the needs of our students. Professional development to better understand and implement differentiation strategies within the classroom is ongoing for all teachers; and between the general faculty, the school's learning resource personnel, software programs, and outside tutors, Frederica invests considerable time and resources to support the academic needs of our students.

Diversity in a whole host of arenas is recognized and embraced at Frederica Academy, but our primary focus is on diversity in our school community's population, diversity in our types of thinking and perspective, and diversity in the ways that we relate to one another and share ideas. We believe that diversity of backgrounds, life experiences, race, ethnicity, geography, religious and political ideologies, and socio-economic status all add value to our health as a school community; and we seek to recruit and support diversity in our families, our students, and our faculty and staff. We believe

that sustaining this richness of diversity of people and ideas promotes the optimal learning environment for young people to grow and develop in and provides a real-life experience that reflects the world outside and beyond Frederica.

Frederica Academy is, at its best, both an end in itself and a means to an end. As an end in itself, the campus is filled daily with the joys and struggles, the support and challenge of learning and maturing in all the areas in which young people need and want to grow. As a means to an end, the school coordinates, sequences, and directs these moments of learning and growing into a unified whole that best readies our students for life beyond high school.

Safety and security at all levels is of paramount importance to a student's journey through their school experience. On a physical level, Frederica plans and prepares extensively for any likely scenario that might threaten that safety, and the school enlists experts in the security field to participate both in the planning and execution of that planning. On an emotional and psychological level, safety and security are equally important. Knowing that each and every individual is accepted for the unique person that he/she is and is becoming encourages students to take appropriate risks in class, try new activities, make new friends, and connect more deeply with the community.





FA EVERY DAY - OUR STEWARDSHIP GOALS

- I. Seek and retain quality students with diverse backgrounds, talents, and interests to ensure exposure to a diversity of thought and experience that should be an integral part of one's education in these formative years and to ensure that incoming and existing students are prepared to be successful in a challenging and competitive environment.
- II. Hire, continually develop, and retain, a talented, inspired, and dedicated faculty team that will fulfill the mission of Frederica Academy.
- III. Strive for academic excellence as we challenge our students to be passionate and inspired lifelong learners.
- IV. Nurture and develop the whole child to be today's engaged student and tomorrow's effective leader.
- V. Bolster our financial strengths and resources while demonstrating responsible financial management and oversight supporting long-term financial sustainability.
- VI. Foster, mobilize, and celebrate a vibrant, interconnected, and united community of educators, learners, and other stakeholders who value the mission of Frederica Academy and promote it both internally and externally.
- VII. Develop and maintain a Master Campus Plan designed to address the growing demands of excellence in academics and extracurricular programs.



I. Seek and retain quality students with diverse backgrounds, talents, and interests to ensure that exposure to a diversity of thought and experience is an integral part of one's education in these formative years and to ensure that incoming and existing students are prepared to be successful in a challenging and competitive environment. We will:

- Identify, attract, enroll, and retain students who will best benefit from and contribute to the Frederica culture – students who are smart, ethical, kind, talented, hardworking, and able to add value in a group setting designed to nurture lifelong learners.
- Build and maintain an enrollment that enhances/maximizes the student experience within each grade and division.
- Maintain optimal teacher-student ratios.
- Pursue funding opportunities (short-term) or endowment (long-term) strategies for need-based financial aid and merit-based scholarships.

II. Hire, retain, and develop a talented, inspired, and dedicated faculty team that will fulfill the mission of Frederica Academy. We will:

- Institutionalize talent identification and hiring best practices.
- Actively promote and support continuing education, workshops, career, and graduate studies and/or specialized training opportunities for faculty and administrative staff.
- Implement and sustain a formalized observation/evaluation system for all personnel.
- Develop and implement a competitive, equitable, and confidential compensation program that is based on education, experience, and performance.
- Strive for faculty diversity.

III. Strive for academic excellence as we challenge our students to be passionate and inspired lifelong learners. We will:

- Know the learning profiles and unique academic needs of all of our students and work to provide appropriate support services and enrichment opportunities for our students.
- Assess and review the curriculum map regularly as it best illustrates and ensures a coordinated, sequential documentation of what we are teaching.
- Value the supportive and nurturing relationships between teachers and students with regard to both academic achievement and personal growth.
- Leverage technology to facilitate and enhance optimal learning and skills for college and beyond.
- Continue to encourage cross-discipline teaching that connects related subject matter and ways of thinking from multiple courses.
- Ensure that FA students remain exposed to the latest and most relevant pedagogies, with an emphasis on active, experiential learning strategies.
- Continue to educate and advise students and parents about the college admission process by concentrating on the importance of standardized test preparation, Upper School course selection, the maintenance of competitive grades, and a well-rounded resume. An emphasis is placed on each student reaching his or her unique academic potential and finding the best college placement fit.
- Incorporate local geographical strengths (e.g. coastal resources) and area expertise into curriculum and student experiences.

IV. Nurture and develop the whole child to be today's engaged student and tomorrow's effective leader. We will:

- Create and sustain a culture of high moral and ethical norms where honorable behavior and civil discourse is highly prized and strongly reinforced.
- Design and implement curriculum and programs that consistently uphold the objective of our mission to nurture the mind, body, and spirit of all students.
- Promote educational programs for students (and parents) that address important societal issues and opportunities that affect today's youth.
- Energize servant leaders to seize opportunities to make a difference in the lives of others.

- Offer a wide variety of athletic, fine arts, and service experiences and encourage widespread participation in these activities. These co-curricular and extra-curricular activities should emphasize character development and the ability to work collaboratively, and they should rise to a level where they can be positioned and promoted as marketing assets in order to support the stated goal of attracting bright and talented students.
- Maintain and support a year-round delivery of the school's mission through our summer program that provides a positive experience for current students as well as a recruitment platform for local and island visitor prospects.

V. Bolster our financial strengths and resources while demonstrating responsible financial management and oversight supporting long-term financial sustainability. We will:

- Maintain an annual balanced budget.
- Develop a long-term business model that relies less on operational fundraising and seeks to identify non-tuition based revenue sources.
- Work to keep tuition levels as affordable as possible.
- Develop strategies for the capital funding of important initiatives at the school.

VI. Foster, mobilize, and celebrate a vibrant, interconnected, and united community of learners, educators, and other stakeholders who value the mission of Frederica Academy and actively promote it. We will:

- Embody our mission in our decisions, operations, interactions, and communications.
- Articulate a philosophy, vision, and set of shared beliefs which define who we are and align our collective expectations and actions.
- Create a culture that inspires stakeholders to support and promote Frederica Academy with one another and with others within the broader community.
- Mobilize and activate our stakeholder affinity groups (e.g. Parent Association, Booster Club, Diamond Club, FA Friends of the Arts) to maximize their benefit to the school.
- Continue to build and enhance the school's alumni relations program.
- Leverage the individual and collective capabilities of the FA Board of Visitors.
- Optimize the 50th Anniversary celebration to celebrate the school's heritage and leverage the milestone to position the school for future success.
- Position Frederica Academy as an integral and respected member of the Golden Isles community.

VII. Develop and maintain a campus master plan to meet the growing demands of excellence in academics and extracurricular programs. We will:

- Develop a comprehensive Master Campus Plan that:
 - Ensures that student safety measures and campus security systems meet acceptable levels.
 - Identifies opportunities to innovate classrooms and learning spaces to better prepare students for a rapidly changing educational landscape and to better facilitate interactive classroom discussions and project-based learning opportunities.
 - Assesses and prioritizes deferred maintenance on campus.
 - Capitalizes on optimal short-term and long-term campus land utilization.
 - Looks for creative uses of outdoor space for academic learning, experiential learning, and physical activity.
- Maintain a safe and cost-effective transportation system for student travel.
- Position the FA campus as a community asset provided FA students always have first priority, and we maintain the integrity of our campus safety and security systems (a protocol exists for external usage that addresses safety and risk management issues).

FA TOMORROW



FA STRATEGIC ACTION PLAN (2019-2020 + 2020-2021)

2020 Stewardship + Strategic Plans – This is an initiative championed by the Board of Trustees and facilitated by a Board standing committee chaired by Susan Myers in active partnership with the Administrative Leadership Team to provide strategic direction for the future in the near-term. The plan is divided into three categories: 1) a Stewardship category that articulates best practices that FA endorses and adheres to; 2) a Vision category that identifies initiatives in the 2-4 year horizon; and 3) an Action category for priorities and initiatives to be completed between now and the end of the 2020-2021 school year. The responsibility to implement this plan successfully lies with the Head of the School and Leadership Team with the support of the Board of Trustees.

Southern Association of Independent Schools (SAIS) Re-Accreditation – This is a valuable and important exercise to receive re-accreditation from the industry leader in accrediting schools within the southeast region. This requires an in-depth self-study that started in the spring of 2019 and generates a document that articulates the school's commitment to a series of SAIS prescribed standards. It culminates with an extensive cross-functional team campus visit in the fall of 2021, a year later than originally planned due to COVID-19. The accreditation visiting team is comprised of administrators and teachers from independent schools in the southeast. Members are responsible for sharing a preliminary verbal report at the conclusion of their campus visit and a detailed written report by the end of 2021. Every faculty and staff member is involved in the self-study process. Melanie Howell and Leigh Toomey are leading this initiative in their role as SAIS Re-Accreditation Co-Chairs.

COVID-19 Opportunities + Challenges – The Leadership Team has initiated a review of short-term and long-term challenges and opportunities as a result of COVID-19 and its effect on our students, parents, teachers, coaches, administrative staff, and school operations. Until we resume classes on campus, we will continue to seek ways to optimize our online teaching and learning experiences. The academic, social, and emotional well-being of our students is paramount. Parent and employee satisfaction are also priorities. Long-term, we will use our distance-learning experiences to enhance our educational programs once students and teachers return to their classrooms. Enrollment management will also require thoughtful and deliberate attention as the school, current families, and prospective families navigate uncharted waters caused by this pandemic.

Georgia Power Property Short-Term Property Usage Plan – This is a plan that is being developed by a group (anchored by the Board of Trustees Building and Grounds Committee) to generate income opportunities on the Georgia Power property purchased in November 2019 before a long-term use of the property has been identified. Given the restrictive nature of the covenants and qualified lease prospects, the group is entertaining candidates for short-term rental arrangements. The responsibility for addressing this matter lies with the Building and Grounds Committee of the Board of Trustees, the Board Chair, and the Head of School.

FA Board of Visitors (BOV) Reactivation - FA benefits from a vibrant and engaged Board of Visitors. As opposed to the Board of Trustees, the Board of Visitors has no governance or oversight responsibilities. Members of the BOV primarily play an ambassadorial role, promoting the school within the region. John Rogers serves as chair of the 2020-2023 Board of Visitors, which was re-constituted in February 2020. He and a small group including Greer Brown (Board Chair), Scott Hutchinson (Head of School - HOS), and John Pope (Associate HOS and Director of Advancement) are responsible for coordinating the BOV's activities.

Fleming Hall Dedication + Middle School Building Enhancements – Beloved former Head of School Ellen Fleming will be honored with the dedication of Fleming Hall, tentatively scheduled in conjunction with the school's May Day and Grandparents Day celebration in April 2021. Gifts given in loving memory of Miss Fleming will be used for Middle School innovative classroom renovations and improvements in Fleming Hall and Benefield Hall during 2020 and 2021. Priority will be given to upgrading the Middle School science laboratory and STEM classrooms as a precursor to a broader initiative to strengthen the Science curriculum and programs across all three divisions. The fundraising effort will be championed by the Advancement Office in consultation with the Middle School Director and faculty as well as the HOS. The Middle School Academic and Technology teams will take the lead on specific classroom innovation investments.

Student Academic Support Services – FA accepts students with a range of academic preparation. Some of our students require supplemental services to be able to successfully participate in their classes and carry the full workload of an FA student. This initiative proves critical in identifying and articulating those services presently being offered. The initiative suggests ways certain student learning profiles may take advantage of these services, including accelerated learning opportunities. We will assess each division's academic support services and the capabilities of the Middle School and Upper School Academic Centers to ensure that we are offering the appropriate resources for enrolled students to be successful at FA. The responsibility to ensure that appropriate services are available to the students who most need them lies with the Division Directors.

Faculty Evaluation Process – An ad hoc committee of teachers, representing all three divisions and a variety of disciplines, chaired by Sandra Smith, created a support process to better ensure a higher quality of teaching at FA. The process clearly identifies target goals and best practices. The process requires teachers to regularly visit and be visited by other teachers and administrators and to receive feedback on their teaching. Selectively implemented in a pilot phase in the spring of 2020, it will formally launch with the start of the 2020-2021 school year. The responsibility to implement this process lies with the Division Directors directly and with the HOS indirectly.

Classroom Coaching Initiative – At the school's core is the education that takes place largely in the classroom. Keeping abreast of effective strategies for increasing classroom engagement with students is an added complexity to a role that requires significant day-to-day immersion in the classroom. This initiative focuses on creating optimal learning environments within FA classrooms. In conjunction with the aforementioned new Evaluation Process adopted in January 2020, teachers will have a clearer sense of best practices and a more uniform and frequent system for feedback. The responsibility to implement this initiative lies with the Division Directors directly and with the HOS indirectly.

New Budget Administration System – Historically, the establishment and administration of the school-wide budget has been handled exclusively by the Head of School and the Chief Financial Officer (CFO). Individual cost centers had minimal specific knowledge of their respective budgets and limited sense of ownership or accountability for those budgets. Going forward, cost center managers will know exactly what their budgets are as they will have been an important voice in establishing that budget, and they will have the complete responsibility for effectively managing that budget. This process began in the fall of 2019 and will become increasingly more effective over time. This budget system requires all cost center managers to be responsible for their divisional or departmental budgets, and then the CFO and HOS will manage beyond that.

Fine Arts Expansion – The Fine Arts Department at FA requires the resources and focused attention to realize the vision of Dr. Tess Nielsen, Fine Arts Director, and the Leadership Team. That vision, for now, includes an expanded music curriculum as well as a new digital media program. Appropriating funding for this is realized through the budget process for the 2020-2021 school year (as well as a gift received in 2019) and other restricted gifts.

Personnel expansion includes the appointment of a new, part-time strings teacher (who started in January 2020) and the appointment of a new Middle School and Upper School instrumental teacher (position posted in December 2019). An initiative to re-launch the FA Friends of the Arts (a booster club for the Arts) to provide volunteer and financial support for Arts programs will launch in 2020-2021. The operational leader of this initiative is the Fine Arts Director in partnership with the Fine Arts Department and Division Directors; ultimately, though, it is the responsibility of the HOS to ensure this happens. FA Friends of the Arts will also involve collaboration with the Advancement team.

Coordinating and Enhancing the Athletic Program – For the FA Athletic Program to realize its fullest potential and provide optimal experiences for Middle and Upper School students, increased effort and thought must be invested in coordinating and aligning all of the factors that would allow the school to deliver the highest quality programs at both division levels. Primary emphasis should be on the hiring and training of quality coaches and coordinating multi grade-level activities capable of producing more synergy within specific programs. Athletic programs (e.g. the soccer program) should be seen as programs not a collection of various individual teams. There should be a program coordinator for each sport along with coaches for individual teams, and practices and philosophies should be consistent and mutually enhancing across the teams within any given program. Additionally, thought should be given to the ability to field a team in each sport, the challenges of scheduling certain teams and sports, the changing popularity of sports and the viability of supporting those sports, and the facilities, equipment, uniforms, transportation, etc. essential to supporting those teams. The Athletic Director will take the lead in developing an audit or SWOT analysis of each program and will work closely with the coaching staff and members of the Leadership Team to elevate the Middle School and Varsity student-athlete experience where needed as determined by this assessment. This work is underway.

Fiftieth Anniversary Celebration – The celebration of the school's 50th anniversary will be a year-long event, launched with the activation of the milestone anniversary's visual identity in the summer of 2020. The school will pay tribute to its past and look with optimism and hope to the future as it celebrates the 50th anniversary throughout the 2020-2021 school year. This effort will be championed by the Advancement Office and the HOS.

Campus Master Plan – With the completion of a new Strategic Plan and the acquisition of the Georgia Power land, this is an opportune time for the school to formulate a new Campus and Facilities Master Plan. The school will craft an RFP to interested parties in the summer of 2020, and a firm will be selected by early fall. Within six months the facilities master planning process will develop recommendations. This effort will be coordinated between the Board of Trustees and the Leadership Team.

Affinity Groups – For Frederica Academy to provide enhanced opportunities for parents to become involved in the life of the school and best support the array of student experiences, a renewed attention/energy and clarity of mission must be invested in affinity groups like the Parent Association and Booster Club. A real strength of the school is parent participation, parent loyalty, and parent volunteerism; and revisiting affinity groups and their respective roles at the school will be time and energy well spent. Work began in March 2020 to re-energize the Booster Club and will accelerate in preparation for the 2020-2021 school year. The HOS and Athletic Director serve on the Booster Club Executive Committee. The HOS will initiate a similar effort relative to the Parent Association in preparation of the 2020-2021 school year with the goal of refining its mission and relaunching its brand and desired goals/activities going forward. As previously referenced, re-launching the FA Friends of the Arts is a priority. It will become an integral part of the FA affinity group portfolio during the 2020-2021 school year.

Been Library Initiative – The school's present and near-future needs regarding the Been Library, named in memory of Susan Heisey Been, have changed since the earliest iterations of the Media Center were hatched. With the advent of the Chromebook program, significant online resources (e.g. Galileo), and the proliferation of sophisticated hand-held devices, Middle and Upper School students no longer venture to the Been Library as the primary source of their information/research. Additionally, technology is also available to students in both the Middle School and the Nash Academic Centers. The initiative regarding the Been Library is to narrow the focus of the present space to providing an environment that promotes a love of reading with an abundance of quality, current literature for Lower School students. The responsibility for following through on this initiative lies largely with the Director of Media Services, the Lower School Director, and the HOS.

Diversity at FA – Diversity in a whole host of arenas is recognized and embraced at Frederica Academy, but our primary focus is on diversity in our school community's population, diversity in our types of thinking and perspective, and diversity in the ways that we relate to one another and share ideas. We believe that diversity of backgrounds, life experiences, race, ethnicity, geography, religious and political ideologies, socio-economic status all add value to our health as a school community; and we seek to recruit and support diversity in our families, our students, and our faculty and staff. We believe that sustaining this richness of diversity of people and ideas promotes the optimal learning environment for young people to grow and develop in and provides a real-life experience that reflects the world outside and beyond Frederica.



FA TOMORROW AND BEYOND

STRATEGIC VISION PLAN (2021-2022 + 2022-2023 + BEYOND)

Technology Initiative – The school would benefit from a comprehensive plan regarding the grade level when salient technology skills would be introduced, practiced, and mastered, and a codified set of technology expectations between each division. In the interim, a Technology Committee will be reconstituted to address immediate technology needs and opportunities as this team prepares to develop a more comprehensive study and plan that will ensure future graduates are more fully prepared for a rapidly changing technological college and professional landscape. The HOS will be responsible for initiating the formation of the Technology Committee and delineating assignments as it relates to a comprehensive technology plan and technology operational roles.

Revisit and Strengthen the Science Program across the Entire School – This initiative is multi-faceted and includes all three divisions, each in a specific way and accomplished over a three-year period. The Lower School needs a dedicated lab space and a full-time dedicated science instructor. Simply put, Lower School students preparing for tomorrow's world need increasingly more science education. The Middle School requires updated lab facilities that are conducive and inspiring to collaborative, experiential science work. These investments will begin in the summer of 2020 as a result of a gift from the Terry Thomas Foundation in memory of Ellen Fleming. The Upper School needs additional teacher in-service opportunities, especially for those teaching AP courses and/or unique electives. The HOS, Division Directors, Science Department, and the Technology Committee will all play a role in this effort.

Multi or Interdisciplinary Work at All Grade Levels – One of the goals of an FA education is to help students see and appreciate the interconnectedness and relationships between various disciplines and phenomena. To foster that understanding and reap the benefits of applying two or more related skills or bodies of knowledge to a single project or problem, students need to be able to work on multidisciplinary, cross-curricular projects as a rule not an exception. Constructing curriculum that is less siloed by discipline and more multidisciplinary is the goal of this initiative. This goal is equally relevant and important in Kindergarten as it is in AP Physics. The school's Academic Leadership Team will drive this work.

Explore Migration of Fifth Grade to Middle School Proposal – The notion of moving Fifth Grade into the Middle School has been considered numerous times in the recent history of the school. This past fall a project team of teachers and administrators met multiple times informally and formally to discuss this proposal. It was agreed that the move, when done thoughtfully and paced appropriately, would be a move that would strengthen both the Fifth Grade and the Middle School. This plan will receive further attention with the goal that the move will take place in the fall of 2021. The responsibility for the success of this initiative lies with the HOS, the Lower School Director, the Middle School Director, and the rest of the project team.

New Financial Sustainability Model – The Head of School and Board of Trustee have carefully examined the recent trajectory of need-based financial aid spending and the inordinate pressure it places on operational fundraising. At current trending, this model is unsustainable. Reducing need-based financial aid back to the 20% range of the total tuition is the long-term goal; reducing it one percent per year from its present 29% range whenever possible while also balancing enrollment goals is the recommended short-term action step. The responsibility of this initiative lies with the HOS, the CFO, and the Board of Trustees.

Elevate Summer Programs – Summer Programs is an optimal, untapped opportunity to expand FA's presence in the community, expand a revenue stream, and fully leverage its capabilities as a student recruitment asset. The responsibility for working on this initiative lies with the school's Summer Programs Director, the HOS, the Director of Admission, and the Advancement Office.



Consistent and Clear Messaging of the Brand of the School – Frederica Academy will best benefit over time from having a clear branding message that is both concise and inclusive. To accomplish that goal, there must be common threads or themes within all of the various written and spoken articulations of the mission and the goals for the school. Every program and every interaction must fall within and reinforce that branding message. Creating and sustaining an unequivocally clear brand that transcends any particular person or time is of paramount importance to the development and maturation of a strong FA brand. The HOS and the Leadership Team are charged with managing and promoting the brand. The Advancement Office and Admission Office will work with the HOS to create and execute messaging, marketing, advertising, and communication strategies and campaigns to promote the brand.

A Capital Campaign for the Next Chapter at FA – The Campus Master Plan and a corresponding feasibility study will be used to define the content and scope of the school's next capital campaign that would likely launch in late 2021 or early 2022. This effort will be coordinated by the Board of Trustees, the HOS, the Advancement Office, the CFO, the Facilities Director, and other members of the Leadership Team as needed. The HOS and Associate Head of School will take the lead.

PORTRAIT OF AN FA GRADUATE

Frederica Academy's faculty and staff participated in a valuable and in-depth exercise to identify a dozen or so attributes that we want and expect to see in an FA graduate. In the end, the following attributes, in ranked order, were deemed as the most important and impactful characteristics of an FA graduate:

- Honorable
- Strong Communicator
- Respectful
- Compassionate
- Resilient
- College Prepared
- Problem Solver
- Globally Minded
- Lifelong Learner
- Well Rounded
- Disciplined
- Responsible
- Adaptable
- Committed to a Healthy Lifestyle

There were other important traits identified and discussed (this is not intended to be an exhaustive profile), but it does signal to ourselves and to others what we value most in our students and in our educational experience.

Now that we have identified the attributes, the work of crafting a school-wide culture that supports the development of these traits is paramount. If young people are expected to acquire these traits and inculcate them into their core being, we, as a school, need to prioritize the teaching, modeling, and reinforcing of these traits in our classes and in our relationships. Students who are with us from 4-18 years old or any portion of that fourteen-year time span, and spend the bulk of their waking hours in school and/or on school-related tasks, deserve to be immersed in an environment that nourishes those high-priority attributes. How effective we are at constructing that focused culture defines the FA experience and proves the worth of our school.

Our core business is helping parents to raise quality human beings – helping students more fully develop in mind, body, and spirit. Identifying these traits gives us a bit more of a specific target to aim for, and by sharing the list with you now, allows us all to work together towards a common goal more effectively.





OUR COMMUNITY

FREDERICA ACADEMY IS A PREMIER PRE-KINDERGARTEN THROUGH 12TH GRADE COLLEGE PREPARATORY SCHOOL.

Our five decades have been founded on nurturing, enriching and preparing students for the grade levels that lie ahead and the life experiences that await. The bond that connects our caring faculty to students throughout their academic life adds profoundly to our students' preparedness.

A FOCUS ON EACH STUDENT IS THE HALLMARK OF THE FREDERICA ACADEMY EXPERIENCE.

Our low student-teacher ratios ensure a learning environment that maximizes individual needs and potential. Frederica's dedicated teachers offer customized support for students in every grade. In shaping life-long learners, we combine traditional classroom settings with innovative teaching methods.

FREDERICA BRINGS THE RESOURCES OF LARGER SCHOOLS TO A SMALL SCHOOL SETTING.

We offer more than a dozen AP courses, college dual enrollment, and online learning for students. Integrated, technology-based programs, such as Chromebooks for all students in grades 2nd through 12th, and project-based learning initiatives prepare students for today's challenging college environments. Frederica students achieve significantly higher scores on tests that colleges value most: SAT and ACT. With very few exceptions, 100% of our graduates are accepted into at least one of their top three college choices each year.

OUR SCHOOL IS A VIBRANT AND INTERCONNECTED COMMUNITY OF EDUCATORS, LEARNERS, AND EXPERIENCES.

Campus-wide relationships that connect ages and grades to promote opportunities to work and learn together are a tradition at Frederica Academy. Our integrated curriculum promotes seamless transitions for students from year to year.

FREDERICA DEVELOPS THE WHOLE CHILD TO BUILD RESPONSIBLE CITIZENS FOR A BETTER WORLD.

Respect, enthusiasm for learning, striving for achievement, developing and practicing effective communication skills, and demonstrating a steadfast commitment to Frederica's Honor Code are standards we uphold as a school community.



FREDERICA ACADEMY

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