

2024 STRATEGIC PLAN



FREDERICA ACADEMY





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A LETTER FROM THE BOARD OF TRUSTEES

Dear Frederica Academy Families,

The National Association of Independent Schools (NAIS) believes that a school's 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. At Frederica Academy, we embrace this directive and promote it as a best practice. The Frederica Academy Board of Trustees actively supports the school's mission, thinking strategically about the policies it sets by the decisions it makes and promoting a bright future for FA.

Our Strategic Plan is a critical tool that guides our board in setting a budget and making decisions on policy issues. We periodically review and update our Strategic Plan in partnership with Scott Hutchinson, the Head of School, and his Leadership Team. This document is the result of such a review, which started at the annual September 2023 Board Retreat and concluded with its adoption at the September 2024 Board Retreat.

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

Parker Lavin
Board Of Trustees Strategic Planning Committee Chair



**GREER
BROWN**



**PARKER
LAVIN**

A LETTER FROM THE HEAD OF SCHOOL

Dear Frederica Academy Family,

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, and a thoughtful and comprehensive Strategic Plan can prove an invaluable asset in addressing those challenges. A wide range of external and internal factors requires an institution to reexamine periodically its mission and goals.

External factors vary from the general economic climate, local and national demographics, societal values and the perceived role of higher education as a pathway to better jobs, the availability of alternative schools in the local market and one's ability to compete with those alternatives, changing family demands, and the abundance or paucity of government programs that support independent education.

Internal demands include the ability to offer relevant and important programming that resonate with area families and supports the mission of the school; the suitability of the campus facilities to support those programming needs; the financial state of a school; a school's ability to attract and retain excellent administrators, faculty, and staff; a school's ability to compete in the marketplace with other schools; and the affordability of tuition.

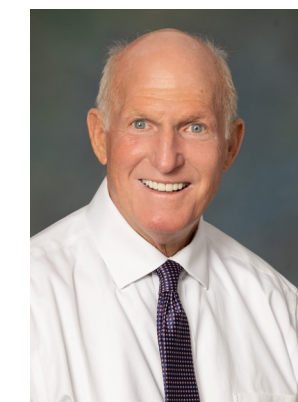
Our 2024 Strategic Plan document is designed to guide the school's investment of time, energy, and resources towards a set of wide-ranging prioritized initiatives intended to improve the school. Additionally, the plan serves as a blueprint for the school to articulate aspirational goals that transcend any specific leadership changes at the school and provides commonly agreed upon benchmarks to measure institutional development. Finally, it identifies best practices that must occur consistently in the daily operations of the school. Those involved in the creation of this plan scrutinized each facet of school life and determine where and how improvements might be made. This Strategic Plan now guides the Board of Trustees and school administrators as they continue to identify appropriate and impactful goals and strategies for the school's future.

This strategic plan is the cumulative, collaborative effort of more than a few streams of suggestions and edits, both formal and

informal, over a period of twelve months. The Leadership Team of the school served as the initial driving engine in formulating the plan. They collected, discussed, and refined a series of initiatives and codified them into a draft. The Board of Trustees Strategic Planning Committee, chaired by Parker Lavin, then reviewed and amended that document. At that point, the plan was shared with the entire faculty and staff and each trustee for feedback before being formally reviewed and approved by the entire Board in late September 2024.

This final document is structured to reflect two critical and distinct elements of our school's plan going forward. The Stewardship Plan mentioned previously is that portion of the plan that anchors the school's policies, programs, and standards to form the bedrock of our culture. The Action portion of the plan identifies twenty-one specific initiatives or special events that are essential for the continued growth and development of the school. The timeline for addressing these initiatives, in no particular order, is three years. In some cases, the initiative has a finite beginning and end as in the SAIS reaccreditation process or the construction of a new gym. In others, as in "Strengthening Communications with Parents" or "Commitment to Creating a Belonging Culture," the initiative simply identifies the institutional goal and pledges to work towards that outcome over time. In both cases, the specific responsibility for managing the completion of the initiative falls largely 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 2024 Strategic Plan, I invite you to peruse the document and become acquainted with its contents. It will serve as a road map for institutional growth at Frederica Academy going forward.



Respectfully,

**SCOTT L.
HUTCHINSON**
Head of School

STRATEGIC PLAN INITIATIVES

Accelerate Technology Initiative

The school has formulated a four-part plan to address the challenges of a technological landscape that is continually evolving. First, the school will formalize a lifecycle for student and staff hardware and critical tech infrastructure to ensure that we are consistently delivering a premium experience. Second, the school's Technology Committee has created three aspirational standards for all FA students related to technology. They are: digital citizenship, empowered learner, and creative thinker. We believe that the Internet is an incredibly powerful tool for learning and living in our world. Our students have the breadth of human knowledge and history at their fingertips. They need to learn how to wield this power responsibly and ethically. It is incumbent upon teachers and other academic leaders to collaborate across divisions to scaffold and spiral these essential skills. Third, the AI task force will explore how available AI tools impact classroom teaching and continue to monitor the advances of this new technology. That work will include training our teachers both in harnessing AI capabilities for their work and understanding the impact AI has on their classroom teaching. Importantly, that will also include crafting frameworks for students to use the AI arsenal of tools in line with FA's Honor Code and ethical standards. Lastly, the school will explore a plan to provide technology investments (including a Lower School STEM Center, an updated Design Studio in Upper School and an updated Design Lab in Middle School) and a dedicated technology educational leader who will elevate technology programming across all three divisions.

Elevate and Emphasize Student Development in the Middle School

Two of the defining characteristics of young adolescents are a search for self-definition and the need for positive social interaction stemming from that self-definition. The school is invested in meeting those needs for our students in Grades 5-8. Under the direction of the Middle School Dean of Students, with support from the Middle School Director, School Counselor, and The Social Institute, a non-profit company dedicated to helping students navigate their world positively, the Middle School will pilot programs that aim to support the social and emotional well-being of students and allow students to serve as leaders in activities that matter to them. We believe that building programs like these will improve our students' overall health, self-awareness, self

image, empathy, resilience, investment in the life of the school and academic achievement. Under the general institutional goals outlined in our school's mission, this initiative formalizes and deepens our commitment to fostering strong character and blossoming leadership skills in our students, as well as important interpersonal skills essential to functioning in society.

Establish a School-Wide Community Service Master Plan (Student Service Learning)

Service is an integral part of the FA experience, and the school sees considerable value in embedding service experiences into our students' everyday school life. Students in all grades are invited and encouraged to learn about and participate in school-sponsored service projects to feel firsthand the joy, satisfaction, and empathy of working on behalf of others less fortunate. The inscription carved above the front doors of Corn Hall, "To Whom Much is Given, Much is Expected," captures well the school's expectations that we are raising young citizens who know the value of service to others and are willing to be active and involved in addressing the best interests of their larger community. In addition, an integral part of any worthwhile service activity is learning from the organizations with whom we are partnering. FA is committed to inviting these organizations to work with our students and teach them about their communities to forge stronger bonds throughout the Golden Isles. The volume of organizations and local projects that solicit FA support is deep and growing every year; and deciding which projects, which students and to what degree we are able support those projects has become a complicated process that now requires an internal clearing house for proposed projects and a school-wide committee to formally endorse the projects that we can commit to and provide resources for each year. This initiative is included in the Plan to herald a new process for vetting outside service requests, which places a premium on hands-on involvement rather than simply soliciting charitable donations.

Expand on the Initial Efforts within the School to Foster More Interdisciplinary Work

A goal for an FA education is to be able to help students see and appreciate connections between disparate, but related, phenomena. An effective and engaging way to teach and

reinforce this idea of interdisciplinary connections is to create projects, units, or entire classes that are predicated on studying those kinds of connections. To date, we have created and implemented numerous interdisciplinary projects or experiences with considerable success, especially at the Middle School level, and we are inclined to push for expanded and enhanced work in this area across all grade levels. Typically, these interdisciplinary experiences have connected elements of science to mathematics and/or literature to history or other social sciences, but we are encouraging new thinking on this topic and exploring new connections. This goal is in the Strategic Plan because we recognize that although this interdisciplinary work is not the primary thrust of each classroom teacher or course, it is still an important theme at FA. To that end, each course ought to at least incorporate a handful of lessons embedded whereby those interdisciplinary connections are explored, recognized, and discussed.

Explore, Discuss, and Create a "Capstone" Experience for Upper School Students and Create and Solidify Signature Events at Each Grade Level

The school is at the point of wanting to explore in earnest providing a "capstone" experience for students. A committee of interested teachers will work on that over the next two years with the hopes of studying various models and formulating a plan that could be executed at FA that recognizes the calendar complexities and scheduling demands of the senior year for students and faculty alike. As the companion piece to the Upper School capstone activity, the school is also interested in examining the various signature experiential events associated with each grade level and shoring up where necessary that list so that there are several larger, more memorable events involving learning outside the traditional classroom at each grade. Our ultimate goal would be to publish the list of those activities and embed them permanently in the culture of the school.

Identify FA Hiring Challenges; Explore + Activate Viable Solutions

Local housing-related factors combine to make the process of hiring personnel at FA moving from outside the area a daunting challenge. The combination of high housing prices, high mortgage rates, and the limited inventory of affordable rentals and mid-range housing options all combine to make affordably moving into the area particularly challenging on a

teacher's salary; and increasing offered salaries by another 5-15% would not appreciably affect that housing dilemma. Presently our available pool of prospective teaching and administrative applicants consists largely of those who already live in the area, those who carry with them sufficient equity from the sale of their previous house to enter the market, those with access to a large sum of money whereby the mortgage rates are a moot point, or those who are willing to commute up to an hour away. This initiative heralds an increased effort on the part of the school's administration to explore creative housing options to begin to address this ongoing and increasingly challenging barrier.

Improved Divisional Alignment

FA is a PK-12th Grade school, organized into three separate, distinct, but connected divisions. The delicate balance of independence and autonomy within and between each division must be reconciled with the school's overriding goal of providing coordinated, sequential, and age-appropriate programming and experience throughout the entire grade-level spectrum. That desired state is achieved through ongoing and effective communication between divisional leaders, curriculum alignment especially in the transitional grades (fourth-to-fifth and eighth-to-ninth), and compromise and agreement on behavioral expectations and academic readiness requirements among the three divisions. Commonly agreed-upon and published academic, grade-level, benchmarks are foundational. This initiative is included in the Strategic Plan because alignment can be lost in the respective goals of each division; a lack of alignment proves expensive and poorly serves both teacher and student.

Institutionalize Middle School and Upper School Travel Programs (Student Exploration)

Over the years, the school has offered optional domestic and international travel programs for Middle School and Upper School students. With a few exceptions, those programs seldom occurred until June 2023 when a group of rising seniors, chaperoned by an Upper School teacher, travelled to Costa Rica. The experience had by all was outstanding and ignited a renewed interest in school-sponsored trips featuring both international and domestic travel programs. In fact, a group of Upper School students interested in exploring careers in music travelled to Nashville in early 2024 to visit colleges and learn more about opportunities within the music industry. The school now sees experiential learning opportunities among world cultures and career explorations captured in these

trips as a vital, enriching aspect of an FA education; and students are encouraged to participate in such trip experiences during their tenure at the school. In June 2024, a new group of rising seniors travelled to Costa Rica as well as a trip for Upper School visual arts students to France in partnership with the Savannah College of Art & Design (SCAD). Plans for 2025 include a trip to Italy and France. Each trip has its own unique emphasis: some are more service-oriented; others are more culture/language oriented. As these recent excursions involved only Upper School students, future aspirations include an expansion of the program to include Middle School students and more varied destinations.

Intentionally Foster Ambitious Teaching and Learning

Ambitious teaching and learning is adaptive, flexible, and structured around student interests and needs. It is the combination of careful planning from a teacher to elicit thoughtful, student-generated outcomes in any given class. It is incumbent on the school to provide professional development experiences that strengthen teacher content and pedagogical knowledge. School leadership is committed to guiding teachers towards their most ambitious selves in the classroom and has recently updated professional growth and evaluation plans at each division to support our teaching faculty. In addition to content and pedagogical knowledge, ambitious teaching and learning requires a teacher to have a deep understanding of how individual students learn and the rate at which learning is occurring. This requires an awareness of various learning profiles and frequent checks of student understanding so a teacher can connect each student to content and make learning personal to each student. The teacher of each class must know the readiness of each student as he or she prepare each day's lessons. The school's Learning Specialist plays a pivotal role in aiding both teachers and students in meeting this challenge. She has the knowledge and experience to help identify a variety of student learning profiles, and she serves as an invaluable resource both for students, who need her specific expertise, and for teachers, who can rely upon a trained colleague to help in these areas. While in the context of instructing 12-16 other students with different profiles at the same time, the above is a Herculean task; but that is what ambitious teachers strive to do; and even if it is primarily during 1:1 extra help sessions or tutorial time, and not necessarily in whole group classes, every moment that a specific, personal connection is made is a huge value added to the learning/teaching relationship. This initiative is included in the Strategic Plan because although consistently executing in this way is not always achievable in a busy school day with teaching five classes and seeing up to 75

students, this is the aspirational goal of all teaching at the school: teach to students, not a prescribed curriculum.

New Gymnasium

FA requires a second gymnasium to support both the scope of desired programming and philosophies that are core to the school's mission. This gym is being built for three primary reasons: 1) to provide an enhanced playing and spectating experience for the varsity interscholastic sports teams presently sponsored by the school; 2) to provide additional practice and game space for Middle School athletic teams; and 3) to ultimately provide a multi-use space in the existing gym that can easily convert into the primary theater space on campus while also continuing to serve as a practice court/physical education play space when needed. This project has two distinct, but related, parts. The first part is to devise and execute a plan to raise the funds for the construction of a new gymnasium. This part is led and coordinated by the school's Chief Advancement Officer with support from the Development Office staff, the Head of School, and a select group of strategic stakeholders. The second part is to manage the construction of this gym so that the integrity and functionality of the design is honored and the project finishes on time and within budget. The responsibility for this second part is shared equally by the Associate Head of School, the Head of School, and the Chief Financial Officer.

Optimize + Leverage SAIS Reaccreditation Process

Every five years, FA must go through the process of being reaccredited by the Southern Association of Independent Schools (SAIS). This accreditation is important for credibility at the regional level. This is an arduous, time-consuming process comprised of three distinct parts. The first is an extensive self-study involving participation from every member of the school faculty and staff in focus groups exploring and analyzing every aspect of school life. The second part requires the school to fulfill and document a series of standards/expectations articulated by the Association. The third is a campus site visit by a committee of educators and administrators from SAIS-accredited schools to view the school in operation to validate and verify that the experience provided by FA is congruent with what we are describing in our marketing efforts. This process is included in the Strategic Plan to reflect its importance to the status of the school. This reaccreditation cycle will begin in the fall of 2024 and culminates with a site visit in the spring of 2026.

Preserve the Integrity of After-School Tutorial Sessions (Grades 5-12)

One of the unique features of our daily schedule in the afternoon is a designated time for students to meet with teachers individually or in small groups to review previously taught material. This review opportunity is fundamental to the intersection of three core beliefs of FA: that not all students learn at the same rate, that not all students learn in the same way, and that success in learning is dependent on a strong foundation of prior knowledge. This afternoon extra-help session allows students to receive additional instruction in a timely manner so that the foundations on which future successful learning is predicated is solid. In that context, there are a whole host of activities that compete for that same after school time block as extra help. None of those activities takes precedence over an extra-help session. That certainly includes, but is not limited to, Middle and Upper School athletic teams. In that spirit, no athletic team practice should begin formally or informally before 4:00 p.m. without the expressed permission of the divisional leader. This initiative reinforces the importance of the extra-help session in advocacy for student learning and guarantees the integrity of the time set aside for extra help.

Sustain New Faculty Evaluation Program; Develop and Execute an Administrative Evaluation Process for Non-Leadership Team Members

Every member of an organization ought to expect the support of a regularly delivered performance evaluation. The specific nature of that evaluation, how it is communicated, and how often it is executed vary with an employee's position, the expressed purpose of the evaluation, and the nature of the organization. At FA, we use annual written evaluations to reaffirm a person's specific job performance and to offer professional course correction when necessary. Seldom should any item appear in the formal evaluation that has not been shared previously in writing or in conversation with the employee. To date, the school has focused primarily on Head of School, Leadership Team, and faculty evaluations. In the context of the faculty evaluations, the process has changed slightly as of late and two of the three division heads responsible for conducting these evaluations are new to their respective roles. A simple, but helpful, evaluative tool and process will be implemented for all employees who have not been included in formal performance assessments and reviews.



Strengthen Communication to Parents

At the heart of a quality independent school is the partnership between the school and the parents electing to enroll their children in the school. There are three modes of communication within schools to our families that help solidify this partnership: school-wide, divisional, and individual. The school-wide communication is a comprehensive collection of calendar announcements, program highlights and/or individual accomplishments, a weekly message from the Head of School and other school leaders, and photos of students across all grade levels. FA addresses that goal largely through our Sunday e-newsletter. The divisional and individual communication modes are an opportunity for growth at FA. The divisional communication includes specific programming notes that might be emblematic of the quality of instruction or the various high-quality, unique learning activities going in distinct grade levels. This invites teachers and especially division heads to play a more direct role in marketing the learning occurring in classes within their divisions. The individual communication involves the monitoring of a student's academic progress and provides valuable real-time and specific data from a teacher to an individual family. It is incredibly important that teachers communicate with parents regarding a student's behavioral and academic progress at school in a timely, truthful, constructive, specific, and error-free manner. This can communicate either concern for areas of needed improvement or outstanding achievement and growth. With this initiative, we are committing as a school to be acutely aware of every individual student's progress, to intervene with the offer of additional support whenever called for, and to communicate with parents in a timely way information, via email or conference, that would allow them to be informed, effective advocates for their child.



STRATEGIC PLAN PRIORITY STEWARDSHIP COMMITMENTS

Athletics Commitment

Continuing to improve the coordination and communication within the Athletic Department and the quality and timeliness of communication from the Athletic Department to others outside the department remains a top priority. The Athletic Department - administrators, coaches, trainers, and other support personnel - all play a vital role in both the development of individual student athletes and the success of the school's interscholastic athletic program. FA is deeply committed to success in this area and has, and will continue to, invest significantly to ensure that a high-quality student experience continues. The unique challenges of coordinating the efforts of this department are formidable. Besides the mere size and scope of this department, having many community coaches who are not full-time employees of the school and the fast and ever-changing nature of scheduling events contingent on weather and the specific circumstances of other teams compounds the size and scope of these everyday communication challenges. Because of the physical distances often required to travel to compete with like-minded and similar-size schools, the athletic schedules can often intrude deeply into the academic integrity of the school day. Our school-wide goal is to have academics and athletics exist in a symbiotic partnership whereby compromise and mutual appreciation exist and the best interest of the student athletes sits at the forefront of all discussions and decisions. For the most part, that arrangement has proven the essential ingredient to any harmony between the two areas of school life and to the full development of our students. The only way that can continue to happen is for the Athletic Department to be aware of, and sensitive to, the academic commitment of the students, to be organized in that light, and to effectively communicate with student-athletes, their parents, teachers, and coaches at all times. This stewardship commitment is highlighted in our Strategic Plan to reinforce the importance of our athletic programs to our school and to our student athletes and to inspire the Athletic Department to be organized and communicate well. This commitment is intended to build on the significant success achieved with the Athletic initiative included in the 2020 Strategic Plan. Yet with new coaches and new students and families continually coming into the program and those challenges never diminishing, this initiative is carried over into this 2024 plan.

Board of Visitors Commitment

The marketing of FA is a never-ending task requiring all hands on deck. The school's modest admission and marketing departments do an outstanding job creating written materials to highlight the school's strengths, but it is the informal endorsements by our present and past families, staff, and community leaders that has profoundly and positively impacted sharing the school's image. They are the legion of supporters who have, over time, experienced first-hand our programming; and they are the ones who enthusiastically share those experiences within the local community. The Board of Visitors (BOV) is comprised of three dozen community leaders who have a connection to, and fondness for, FA; and they serve as important, credible ambassadors for the school. This stewardship commitment is to recognize the contributions of these BOV members and to sustain the recent momentum and good works of this advisory board at a high level. The Board of Visitors meets twice a year on campus to refresh and update their familiarity with the FA of today.

Campus Master Plan Commitment

The last formal revisiting of the Campus Master Plan was completed in conjunction with the 2020 Strategic Plan as the school faced many challenges as a result of significant growth in enrollment. The Leadership Team developed a comprehensive initiative (Gateway Capital Campaign) that targeted more than thirty individual projects (some big and some small; all were completed on time and on budget). In 2023, a new Campus Master Plan was endorsed by the Board of Trustees, which identifies other potential projects with no implied commitment to any specific projects or any specific order of construction with one exception. Over the last few years, a new construction project has emerged as the next highest priority, and that project will require the school to focus a concerted campaign to raise sufficient funds to construct a new, second gymnasium. From inception to completion, this new gym might take the better part of three years. Beyond that, this edition of revisiting the Campus Master Plan will include reconsidering the highest and best uses for the former Georgia Power property, currently used largely to support an extensive after school program; and being open minded in considering construction projects that emerge out of the continually evolving programmatic needs of the school or an unanticipated restricted gift.

Commitment to a "Belonging" Culture

There are two fundamental beliefs that define and anchor our FA culture with regard to our diversity commitment at FA. The first is that each and every individual -- faculty, staff, parent, and student -- is accepted and celebrated for his or her unique gifts and profile. Living within our Honor Code, the school's student Code of Conduct, and the common considerations respected and expected in a community that prizes inclusion and belonging, we are a school community committed to tolerance and to embracing diversity. In that community there is no judgement placed on an individual's beliefs or personal choices. Recognizing that each individual in this community may have a different understanding or level of acceptance on specific issues related to diversity, a reaffirmation of this commitment is included in this Strategic Plan to remind all that it is our belief that the content of one's character and the willingness to work well with others for a common mission defines citizenship in our school community. The second belief is that by definition FA is a college-preparatory school and as such, in age-appropriate ways, ought to be preparing our students for the world in which they will live and work both in college and beyond. We aspire to graduate enlightened young men and women who have thought about, discussed, and practiced embracing diversity of all sorts, with the ultimate goal being, in the context of open and fair mindedness, to settle on a set of evolving beliefs regarding diversity that carries them through the early chapters of their adult lives.

Fine Arts Commitment

The Fine Arts program at FA has experienced growing pains and transitions both in terms of personnel and programming in recent years, especially in the Middle and Upper Schools. This characterization is expected given the embryonic state specifically of the choral and theater program in Grades 5-12 in the recent past. This initiative is included in the Strategic Plan to cement our fullest support for both the visual and performing arts and to commit attention to wherever it is needed within the program. Suffice it to say, there are both distinct and related courses in both the visual and performance side of the Arts here at FA. With an enrollment of 350 in Grades 5-12, attempting to run a quality program with numerous offerings requires that all offerings be especially engaging and supported by student interest and enrollment. This is one of the places where being a small school with an ambitious school curriculum has understandably been challenging.

Parent Affinity Groups Commitment

The success of FA is dependent on a well-defined role sort of all the various responsibilities necessary to operate the school and each individual group in that role sort functioning at a high level. Over the last few years, several Parent Affinity Groups have emerged as hugely impactful supporting elements of the school's programming, and this initiative recognizes the role that those Parent Affinity Groups have played and encourages similar kinds of critical participation and leadership going forward. Whether it is an ongoing group like the Booster Club or Parent Association, which raise considerable funds to support student experiences, supply battalions of volunteers for various activities or events, and sponsor faculty appreciation events; or an ad hoc group pulled together to support the success of a specific event or project like Derby Day, Parent Affinity Groups are responsible for creating and sustaining essential support programs at the school.



Summer Programs Commitment

Summer Programs at FA have proven an unqualified success in recent years. The program has expanded offerings and capacity to host campers and provided increased employment and service opportunities for FA teachers and students. It continues to offer a pathway forward for area families to experience the campus and enjoy the expertise and positivity of the camp counselors, and it provides a healthy revenue stream for the school's general operating fund. This commitment is included in the Strategic Plan because we believe that there is still unharnessed potential and underutilized resources available in the summer that might allow for the further expansion and enhancement of our summer programs.



FA STEWARDSHIP GOALS

The following Stewardship goals identify best practices that must occur consistently in the daily operations of the school. These practices anchor the school's policies and programs and form the bedrock of our culture.

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.



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.
- 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.

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 curriculum maps regularly as they best illustrate and ensure 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.

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 Programs that provides a positive experience for current students as well as a recruitment platform for local and island visitor prospects.

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

- Intentionally pursue a school-wide enrollment of 550 students who meet our admission standards as well as our academic and behavioral expectations.
- Maintain an annual balanced budget.
- Manage 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.

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, 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.
- Position Frederica Academy as an integral and respected member of the Golden Isles community.

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:
 - ▶ Provides a near-term and long-term roadmap for optimal utilization of campus spaces and facilities that are underutilized or undeveloped.
 - ▶ Looks for creative uses of outdoor space for academic learning, experiential learning, physical activity, and community gathering.
 - ▶ 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.
 - ▶ Ensures that student safety measures and campus security systems meet acceptable levels.
- Maintain a safe, reliable, 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).



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.





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