

2 YEAR STRATEGIC PLAN

2021 - 2023



THE ROBERTS FIELD SCHOOL

Educating from the Earth Up
& Reaching Out



To honor, celebrate, and sustain The Roberts Field School, we embark upon our RFS Strategic Development Plan 2021-2023. Through this plan we will clarify and answer:

- What is the mission of The Roberts Field School and why is it special?
- How will the school financially thrive and continue to grow and scale as a culturally and racially diverse independent elementary school in Brooklyn?
- How will Roberts Field stand as an educational community center that offers enrichment, continuing education, and altruistic services under its mission to the broader Brooklyn community?
- How will strong leadership and educators be ensured long-term in the school's development?
- How will the upstanding, intentional, and multi-cultural and justice-based educational curriculum and academic standards be ensured as the school's growth continues?
- How will the warmth, unique culture, energetic frequency, and fundamental joyousness of the school be maintained through its growth in staff, educators, and leaders?

As a groundbreaking Brooklyn elementary school, this plan will allow for the fruition of our short-term and long-term goals.

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INTRODUCTION

Our Roberts Field School unifies academics, creativity, and nature through interdisciplinary education, promoting a more peaceful, just, and innovative world. As we now embark upon the 7th year of our school's success, we reflect comprehensively on the theoretical, curricular, and community building accomplishments that bloom from the seeds of our organizational ethos and mission; and our approach to holistic elementary education.

The creative philosophy of our parent organization, Studio Creative Play, nurtured and inspired the Roberts Field School. Now, it stands prominently as an independent educational center that distinctively prioritizes learning that is joyous.

We have built Roberts Field's quality and exemplary reputation upon our educational values and our unyielding devotion to our general mission. We also attribute our success to intentional and authentic direction of our programs. Roberts Field deeply enriches and educates our school's members and associates through vast curricula of exploration, accountability, and diligence.

We believe that our school's kind of model is needed to sustain and positively evolve in a specific way: one that allows for great equity, justice, and peace in education. On par with the acquisition of academic standards, children, families, and communities also need to be guided to a certain school: **One that places compassionate awareness, environmental care, justice, and equity as core to the curricular experience, our relationships, and to the community.**

The Roberts Field experience is made especially possible through the gifted expertise and outstanding devotion of our educators. As exemplary stewards of our students' holistic and academic happiness and achievement, they are authentic proponents of the school's philosophical premise.

Roberts Field

Stands For:

**Courage, Curiosity, Justice,
and Community Connectivity.**

Now, at this most pivotal time in our history, **Roberts Field has acquired a new school building, Faros, in the heart of North Park Slope.** Faros is a 10-minute walk from our former Prospect Park West location and Prospect Park itself—our ancillary classroom and program site. This new home for our school allows us to take our visions for our ongoing development and success to a new level of direct enactment and operational planning.

PERFORM QUARTERLY STRATEGIC DEVELOPMENT SUMMITS AND EVALUATIONS

We will perform quarterly strategic development summits and evaluations where we will track our strategic progress and milestones in partnerships and collaboration with our educational consultants, Board, Advisory Board, administrators, lenders, benefactors, and staff. This will allow our development system a rubric through which we can honor and

celebrate our achievements, and bring greater resources and attention to those areas of school building that have not been as adequately supported.

At the heart of our Strategic Plan and integrated in all areas of development will be an ongoing dedication to:

- progressive education
- social justice curriculum
- peace-based educational initiatives
- the growth of culturally and racially diverse classroom populations in our independent educational center
- outreach to promote equity in education for children throughout the Brooklyn community and the world

We will further commemorate this Plan and its continual success in our

Fall 2021

**FAROS BUILDING
FORMAL GROUNDBREAKING
GALA.**

Join us!

ARTICULATE AND GROW BROADER COMMUNITY KNOWLEDGE OF OUR MISSION

The Roberts Field mission stands prominently as an extraordinary interdisciplinary approach to elementary education. This prominence arises from our belief in the seminal place of creative and imaginative extensions and expression. Alongside academic proficiency, our consistent connection with nature as a necessary and primary foundation of the full development of the student alongside academic proficiency. The mission also serves to promote justice, peace, and equity through making these topics centerpieces of all curricula. Through the mission, we also are able to explore our world as a whole; and **peace is announced as a devotion to care for self, care for others, and care for the world.** Through daily compassionate awareness practices, and through continuous studies of how justice and equity operate in our society from both historical and contemporaneous perspectives, students understand barriers to what supports peace in the world. Roberts Field students are steeped in regularly learning about biodiversity and the ecological and geological mechanics of the planet and know that the **conservation of our most fragile and strongest environments and systems on Earth is a form of peacemaking that require immediate prioritization in the whole process of how we live.**

As a 7-year-old school, Roberts Field has graduated students to middle school as strong academic and creative learners, with an enormous breadth of knowledge about the diversity of the world in relationship to the arts, humanities, sciences, race, and culture. Roberts Field graduates are gifts to their next educational centers with their awareness and belief in active changemaking. These graduates also are knowing, being, and creating the good change that they want to see in the world as students. In particular, **as our nation further accounts for and repairs the racial injustice and disparity prevalent in all fields of education,** Roberts Field will stand alongside its founding parent organization, Studio Creative Play, to make sure that this necessary social change continues to be supported and addressed.

Our mission is important to upholding the health of our planet and the positive interconnectivity of humankind. We know that educating students, families, and our community through this devotion to **our mission advances the possibilities and provides horizons for future leadership and societal change rooted in justice, equity, and peace for all.** It is important that we clearly articulate the mission, that who we are and what we stand for is powerful and understood in its full scope, and in the intentionality of its practice.

In all parts and steps of our strategic development plan we will integrate mission awareness and articulation in order to strengthen and elongate our growth in the following ways:

01

Continuously train and share reflections on the tenets of the mission with leaders, educators, our Board, advisory boards and committees, and collaborators, as well as visiting artists. In **monthly forums**, these reflections further cultivate their organizational practice and work in harmony with and inspired by its wellspring.

02

Hold **bi-annual meetings** offered by our leaders to the school community to share specific experiences and developments in the mission that contribute to us thriving and succeeding inside and beyond the classroom.

03

Host **informative talks and experiences by outside leaders, educators, and organizations**. These discussions with the school community and families further awaken and be re-informed about work that correlates with our mission. These are peace, justice, equity, and environmental work, education; and causes in other places and centers.

04

In all areas of **marketing, promotion, and advertising** for Roberts Field, highlight the strongest strains of our mission through carefully placed and arranged optics in our displays, brochures, pamphlets, writing, and media postings.

05

In all **community relationships**, uphold correspondence and exchanges to share about our mission. This will clearly highlight its holistic importance in the place of education.

06

Ensure **regular and consistent messages from leadership and educators** that inspire contemplation and celebration of the RFS mission to our whole school body.

07

Most aspects of the RFS mission will remain eternal, **reflect upon how the mission can be extended and grow as the years pass**, to be responsible to the specific time, place, and conditions in which we educate, as well as to the communities and diverse cultures that we hold, nurture, educate, and guide. cultures that we hold, nurture, educate, and guide.

ACTIVELY AND CONSISTENTLY BUILD ORGANIZATIONAL COMMUNITY RELATIONSHIPS AND PARTNERSHIPS

The mission of Roberts Field has a breadth that extends far beyond the pursuit of the holistic education of elementary school students. Roberts Field's mission is a philanthropic devotion and contribution to the health of the world as a whole. In our continued development, we will strive to create more **community partnerships with neighboring Brooklyn schools and educational centers, arts organizations, charity-based non-profits, and enrichment programs**. These will help to collaborate, inform, and support our overlapping goals and humanitarian devotions. Following in the footsteps of Khahtee's work with Studio Creative Play, these branches of community outreach can also go as far as bridging international partnerships and programs, such as the creative enrichment experiences and projects she produced in Nepal, Mexico, and Iceland. The Studio Creative Play mission, in conjunction with the educational operations of Roberts Field, can continue to **inspire schools and communities throughout the world, while enabling us to learn from these diverse global communities** simultaneously.

Intention and action are key to growing our school and mission, and to growing our population. We need to actively let our community know that we exist, that for which we stand, how we teach and nurture, and our educational outcomes. Another active possibility in our outreach agenda is to **see other schools not as competitors, but as communities with which we can collaborate in learning, meet with for projects, and brainstorm and share resources** about the visions and complexities of educating holistically. These people and places should visit us, and we should visit them. The Roberts Field School's name should be known and understood as a place of educational interconnectivity. In this outreach, if RFS is to successfully build a more diverse community, we must look specifically for diverse communities with which to build relationships. Over time, and through the process of ongoing communication, we will become a regular part of their considerations and be sought after for partnership and membership.



KEY AREAS OF COMMUNITY OUTREACH WILL BE:

- Identifying and introducing ourselves to organizations, schools, and centers in our Brooklyn community, citywide, nationally, and internationally in which we hold complementary, similar, or overlapping missions and communities of interest.
- Clearly articulating our mission, our intended growth and development, and desire for community partnerships with these entities.
- Clearly articulating our intentional development and outreach goals to expand the racial and cultural diversity of our classrooms and school as a whole.
- Identifying key goals that we may have in common and the ways in which our missions can be co-supportive.
- Creating a plan or agenda to collaborate on a project, meeting, or event to exchange information, resources, or to provide an experience.

PLEASE SEE OUR COMMUNITY LETTER

ACTIVELY PRACTICE AND DEVOTE DEVELOPMENT TOWARDS TARGETED DIVERSITY OUTREACH AND CREATING AN INTENTIONALLY DIVERSE COMMUNITY

Roberts Field knows that in order to create an intentionally diverse community, we must be active and multifaceted, authentic, and consistent in our diversity outreach to families, educators, and staff. Creating an intentionally diverse community means acting and working in a continual practice of research, outreach, communication, and relationship building to bring the enrollment of a wide spectrum of people in race, ethnicity, socio-economics, and culture to our school. Being authentic in our communication related to attracting and sustaining diversity in our school community means understanding the needs, concerns, and ideal visions for a full school experience for those we hope join us. In particular, knowing specifically why a more diverse population of people may be hesitant or not attracted, or might misunderstand the offerings of independent, progressive schools with missions such as ours, is paramount to constructively approaching and sharing with them about our school. In particular, understanding the specific inquiries and questions that may be held by Black, In-

“Creating an intentionally diverse community means acting and working in a continual practice of research, outreach, communication, and relationship building”

digenous, and People of Color (BIPOC) is key to providing inspiring answers that will bring more enrollment from these communities.

Unfortunately, diversity intention declarations on the part of schools are often perceived as passive lip-service enactments that don't hold integrity, passion, or significant investment into the necessary work, connections, and understanding that need to be achieved in order to successfully grow a more diverse community. Diversity expansion in the population of a school that is not located in a diverse community, is independent and tuition-based, and is not of a traditional pedagogy in its educational approach is difficult.

Non-traditional, progressive educational centers particularly suffer low membership on the part of Black students and families where all members are Black.

The search for racially diverse educators must also be a targeted goal in all advertising and correspondence we hold to employ new staff.



FOR ROBERTS FIELD TO SUCCEED IN BRINGING IN MORE RACIAL DIVERSITY, WE MUST:

01

Find **organized and non-organized groups of racially diverse families to share with about RFS**, specifically addressing the devotion our school holds to this part of our community make up

02

Continue to share about the mission of Roberts field, pinpointing specific reasons **why the mission is important to the lives and education of diverse communities and BIPOC**, as much as it is to white people.

03

Make our diversity goals clear to our **organizational and institutional partners** and ask for their support in spreading the word to their organizational communities.

06

Hold **joint internal and external talks and information sessions** to specifically address the matter of growing and sustaining diversity at the school

07

Create and sustain the **organizational partnerships** that we must hold in order to be networked with prospective diverse staff and educators, as well as families.

08

Utilize the plethora of existing **resources, data studies, and strategic plans** already published online in this area of development.

04

Solicit feedback from current and prospective members about our programming and practices and how they support a diverse community.

05

Solicit and hire consultation from existing diversity directors in schools and community organizations in Brooklyn to obtain resources and strategies to improve membership of diversity at RFS.

09

Have **one-on-one, group, and all school community meetings** that guide and share about the process of intentionally creating a diverse school community, as well as our current strategic goals, agendas, visions, and active work, and to solicit the communities' feedback and assistance in supporting the diversity initiatives of the school.

10

Publicly announce and post about our school's **diversity initiatives and jobs** available at SCP and RFS.

Post RFS employment opportunities on job boards and through organizations that are specifically purposed for supporting and disseminating **work opportunities to racially diverse candidates**, or to Black and Brown educators and leaders.



SEE THESE FAQs AND OUR ANSWERS TO INQUIRY AND CONCERNS THAT BIPOC FAMILIES MAY HAVE RELATED TO CHOOSING AN INDEPENDENT AND INTERDISCIPLINARY ELEMENTARY SCHOOL FOR THEIR CHILD.

NUMBER FOUR

SCALE OUR SCHOOL IN MEMBERSHIP AND POPULATION TO CREATE MORE PROSPEROUS HORIZONS

The healthy growth and sustainability of Roberts Field is additionally rooted in scaling its population and membership. The school needs to expand to a larger student and family body. Scaling the school as such would allow for investments, budgeting, and energetic momentum in the areas of school building. This activity would not only **attract and sustain new and current employees and staff**, but it would also attract **new families**. Scaling also would allow the logistical planning necessary to offer a greater breadth of **amenities, provisions, and resources** to all members. As such, it would drive a more efficient and prosperous budget.

Roberts Field offers a unique and commendable educational approach, pedagogy, and philosophy that is and will be **desired by many more families of elementary students spanning many diverse communities**. In particular, this would result **if it is better known and more professionally advertised**. For the most part, our school will hold a smaller population of 60 to 75 students, for at least the next 5 years, in order to remain committed and in responsible growth of its mission, financial budgets, and projections. It is also important to gradually develop its leadership through a certain process. This is a process where the core tenets of the mission, and the exuberance and inspirational extensions of the RFS culture, are properly supervised and upheld, and not compromised.

Advancing Roberts Field's population by at least 40% is what is needed in order to boost knowledge, interest, and enrollment in the school to a point where full classes with waitlists on an annual enrollment basis are a staple condition of admissions. As well, providing students and families with a more robust body of a school community will enrich the whole experience and mission of Roberts Field, and give all members a greater community in which to hold relationships.

TO SCALE AND GROW OUR SCHOOL POPULATION AND MEMBERSHIP WE MUST:

- Budget to understand the place that the collected **school tuitions, scholarships, and financial aid** play in the financial sustainability of the school.
- We must also put **secure structures in place** to maintain our fiduciary strength and foundations.
- Budget to understand that **fundraising, donations, and ongoing financing and loans** support the financial sustainability of the school. As such, we will continue to ensure these financial commitments as well as **achieve new financial support** for RFS.
- Continue ongoing practices of mission outreach and articulation, through **community partnerships, tours, and larger investments in advertising and PR**. In particular, the year-round promotion and distribution of information to the public about our school will steadily hold Roberts Field in the canon. This is a canon of knowledge, correspondence, and conversation related to independent school opportunities and choices in Brooklyn.
- Remain steadfast in the ongoing practices that will build a more **diverse community**. Also, being committed to ensuring that we are regularly sharing information about our school with diverse communities of people.



EXPAND OUR LEADERSHIP TEAM AND THE ORGANIZATIONAL OFFERINGS POSSIBLE THROUGH THE GIFTS OF EXCEPTIONAL LEADERSHIP

The importance of executive management, leadership, and school development is paramount to the health and sustainability of RFS. This is particularly the case as we embark upon and commit to this strategic development plan over the next 24 months. With the ongoing devotion, hard work, and commitment that has always been the constitution of its leadership team, **our school must now also embark upon specific data driven goals, procedures, and analysis rooted in the strategic plan.** This process will allow the school to graduate to a higher level of growth and organizational expansion. As such, it will be capable of flourishing through new educational infrastructure and offerings.

Key to this expansion is the **utilization and employment of the gifts, vision, and professional experience of our founder and director, Khahtee V. Turner**, as the Executive Director. Khahtee must assume the focus required for the prioritized projects of the strategic plan. And she must also trust the school leadership to continue to implement and inspire the mission on a parallel landscape of school building and management. She is the visionary and leader of SCP and RFS, and has driven steadfast and remarkable growth of the organization and school over the last 18 years. Thus, having leadership support Khahtee's work and her role as the ED will build new branches and foundations of RFS security. Through the evolution of Studio Creative Play's mission for the 2020s, **Khahtee will connect and build out more bridges and educational networks that place RFS on a vaster plain of greater security and momentum.**

Additionally, RFS must bring aboard additional leadership and an Associate Director. While Khahtee provides executive direction and oversight to the school and organization, **the Associate Director will be supervised and guided through Khahtee to manage the school staff, site, and the educational program of RFS.** It is crucial that the division and specificity of leadership roles for RFS are thoroughly distinguished, so that the necessary daily functioning and strategic goals can be properly attended to, and that leadership and the ED are clearly working to support and execute their necessary, individual tasks in each area of the school's functioning.

HOW WE WILL ACHIEVE ORGANIZATIONAL EXPANSION TO STRENGTHEN RFS'S MISSION, SCHOOL, AND ESTABLISHMENT AS A PHILANTHROPIC CENTER:

01

Consistent communication and support from the **Board of Directors**; and bringing aboard more members for both the Board of Directors and Advisory Board.

02

Developing **school committees** to oversee the roll-out of areas of interest and affinity that will give more capacity for cultural sharing and relations.

03

Regular communication from Khahtee as the ED (and the school spokesperson), **and the Associate Director** to the school body. Communications concerning these issues: The state of the school, the state of strategic development, and guidance on how to best participate and support, and be supported as families and staff.

04

Dedicating a certain percentage of the school's regular correspondence to **networking with other school leaders and entities**.

05

Developing clear templates for how leaders best perform, implement, and guide the experience of Roberts Field as a whole within the bounds of their roles.



**ENSURE FINANCIAL
SUSTAINABILITY AND SECURITY
THROUGH STRONG FIDUCIARY
PLANNING, OVERSIGHT,
FUNDRAISING, AND MARKETING**



Roberts Field can maintain financial health and security by ensuring that in the executive direction of the school we prioritize **working regularly and collaboratively with the school accountant and auditors to uphold best practices in organizational fiduciary management**. The ongoing checks and balances of these financial advisors and managers will bring a stronger and more certain monetary constitution to the school. It will also guide the school's continued understanding of the best financial arrangements and investments in which to participate. For the ED to create and propose enduring approaches to financial health and security, it is also important that the time invested in other key steps of the strategic plan remain active.

Strong **budget reviews and planning sessions**, which take into consideration the most important needs and foundations of the program, should be in process and implemented on a weekly and monthly basis. **Protocols, standard systems, contingency plans, templates, and schedules** will be created for the submission of financial statements and reports. Regular accounting analyses will provide support and advice for the school's periodic and irregular financial conditions and situations.

THE FOLLOWING CATEGORIES OF FINANCIAL MANAGEMENT, DUE DILIGENCE, AND HEALTH WILL SUCCEED THROUGH:

BUDGET CREATION, OVERSIGHT, & REVIEW

Budgets are created and analyzed at least a half year in advance of any program year, and multiple parties—including the Board, accountant, and consulting partners—provide feedback and guidance in order for the budget to be approved and activated.

GRANTS

With other key educational and non-profit organizational corporate licenses, filings, and categories fulfilled, RFS can apply annually for specific educational and community grants. Those are earmarked for distribution to entities with missions similar to that of RFS. They are also oriented toward those positioned to award funding to the diverse elements of RFS's organizational ethos and makeup. This status includes New York State provisional accreditation and membership in the National Alliance of Independent Schools.

PROGRAM DEVELOPMENT & EXTENSIONS

We will build our school programming to include afterschool enrichment, seasonal special events, camps, and community arts. These educational focuses help to school revenue, and to provide necessary and valuable services to our members.

FRIENDS AND STANDING BENEFACTORS

Maintaining relationships with our friends and benefactors of past, present, and future will keep them abreast of the state of the school and the development. In addition, awareness of the progress of the mission of our school and out in the community, is key to our ongoing financial security. We must make our friends and benefactors know how and what their donations directly supported and how these contributions further strengthened the school. We will request that these partners continue to keep us in their thoughts and financial contributions on an annual basis.

FUNDRAISING & DONATIONS

Small and larger fundraising goals are framed at pivotal times of the school year. Fundraiser events will provide opportunities for community experiences and enrichment. In addition, the RFS mission will allow the school community to understand the connection between financial contributions and the health, offerings, and longevity of the school.

COMMUNITY PARTNER- SHIPS & RESOURCE EXCHANGE

We will nurture relationships and resource sharing with other like-minded schools and philanthropic organizations rooted in the peace and equity in art and education locally, nationally, and globally

INFRASTRUCTURAL INVESTMENTS

Our continued dedication to our school will have us expand our environmental and school building infrastructure with financially sound projections. These support the affordability of new construction, overhead costs, facility management, renovation, and lease acquisition. We must understand how investing in this way will allow us to expand resources and amenities. Thus we will be able grow our population in line with our whole strategic development plan.

ENDOWMENT PROCUREMENT & MANAGEMENT

We will research the most appropriate, socially conscious, and secure financial holdings for our inaugural endowment, and other investment pursuits of the organization. The advice of consultants, accountants, and benefactors will support these investigations in succeeding.

PR & MARKETING

Each year we will invest a percentage of the budget in PR and marketing pursuits to reach a local and broad range of Brooklyn and NYC families on an ongoing basis. Through data, we will track the progress of our PR and Marketing, postings, advertisements, and direct distribution initiatives. We will also utilize the RFS website as a platform for more marketing and promotions; and we will advance the website SEO status on the internet and other search engines.

TUITION & SCHOLARSHIP BALANCING

Understanding the crucial balance and relationship between the necessary minimal number of full-paying tuition families and those who are receiving financial aid will result in the best financial outcomes. The RFS mission is steeped in making the school affordable to diverse members on the socio-economic spectrum. For the school to be generous on any level of grants and giving, however, numerical projections of this balance must be a main pillar of accounting. As such, it will allow RFS to prosper financially. Note that the availability of financial aid for families will (and should) fluctuate from year to year based on the annual budget.

NUMBER SEVEN

DEFINE AND INDIVIDUATE RFS FROM ITS PARENT ORGANIZATION, STUDIO CREATIVE PLAY, WHILE MAINTAINING PARTNERSHIP

As a part of defining the corporate structure and categories of Roberts Field, the school will legally individuate from its parent non-profit organization, Studio Creative Play. Through this process, it will yield the grants, rewards, funding, provisions, and legal stature provided to school entities. (As a New York State independent elementary K-5 school incorporated under the educational section of businesses). Although SCP and RFS will continue to be sister missions and bodies, partnering and resourcing in their organizational goals and development, they can still find distinction in strength in the specific agendas and functions they hold.

**CELEBRATE AND UTILIZE THE
FOUNDATION AND PILLARS OF OUR
NEW SCHOOL BUILDING AS AN ASSET
TO GROWTH, SUSTAINABILITY, AND
DAILY PROMOTION**

*FAROS MEANS “LIGHTHOUSE”
IN GREEK. ROBERTS FIELD
IS INDEED A LIGHTHOUSE,
THROUGH OUR MISSION,
TEACHING, HOW WE ACT,
AND WHO WE ARE IN THE
OCEAN OF THE WORLD’S
EXPERIENCE. WITH THE
FAROS NAME, THERE ARE
FEW MORE APPROPRIATE
MONIKERS UPON WHICH TO
LAND AS A SCHOOL HOME.*

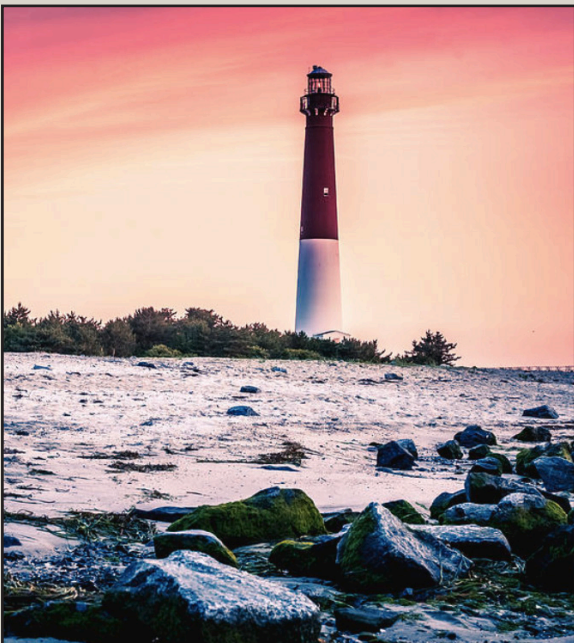
With the achievement of our new school building at 84 Seventh Avenue in North Park Slope, Faros, Roberts Field now stands upon a promising base of ongoing progress and security. With the acquisition of this building (where we exclusively hold our school), the possibilities for all aspects of development for Roberts Field and our community are opened.

The Faros building offers the stature required (and expected of) a formal independent elementary school environment by prospective and current families. The new building also offers organizational security and allows the Roberts Field name to thrive in the knowledge of the masses. For the school now sits on one of the most bustling commercial and residential avenues in Brooklyn, which is frequented by thousands of people daily. As Faros is the school’s home, the responsibility of caring for (and investing in) the new building requires that we doubly commit to the necessary steps for the ongoing success of the school.

WITH A PARTICULAR STRATEGIC DEVELOPMENT FOCUS ON FAROS AS A BROAD-BASED ASSET THAT OFFERS EQUITY TO ROBERTS FIELD WE WILL:

01

Use the long-term lease standing as a way to achieve funding for construction, renovation, and acquisition of additional school sites in the future. In particular, funding for community development in the areas of education are easier to attain with the procurement of a standing- lease devotion on the part of the organization. The renovation of the Faros building is key to demonstrating the optics of Roberts Field's brand and mission, and the daily functioning and program of the school to the current and prospective community at large.



02

One goal is to build a school library, and implement it with the most current technology. In particular we will build this school library with literature for students, staff, and families that highlights and enriches the focuses of our curriculum and mission.

03

Based on the perpetuity of our tenancy, we encourage our community to donate and invest in the health, sustainability, and development of the building in an ongoing manner. With a well-cared-for school home, the Roberts Field legacy and mission will be safeguarded.

04

Continue to develop and offer Roberts Field as an altruistic resource base and community center that offers peace and equity focused events, educational talks, summits, retreats, enrichment programs, and afterschool programs.

NUMBER NINE

CONSISTENTLY SEEK REVIEW AND AUDITING OF OUR ACADEMIC SYSTEMS TO UPHOLD AND ADVANCE THEM

The Roberts Field school has already advanced and evolved through its interdisciplinary approach to elementary school education, nature, and field integration. One particular improvement is the possibilities for educational centers to offer the student, the family, and the community. As we build our unique and comprehensive landscape of curricular content, topics, and field-based explorations, it is imperative that we also ensure the academic proficiency and success of our students. **Key to ensuring their success is preserving and advancing pedagogical frameworks that allow for students to academically perform on or above grade level.** These evaluations are based on state standards; and by the metrics and rubrics created by Roberts Field. These standards allow us to continuously evaluate the achievement of students through specific elements of tracking internal to our classrooms.

Because Roberts Field offers blended grade classrooms, the complexity of **looking closely at the nuanced needs of each grade blend**, each annual classroom community requires diligent analysis and oversight in order to optimize the vision for the grade blend construct.

Our dedication to students and families is to make sure that no matter when students matriculate to other schools, or to where they graduate, that they are prepared, strong, and at ease in their transition and acclimation. We will ensure that the rewards of our students' Roberts Field nurture, exposure, training, and academic experience foster academic strength and extraordinary holistic capacity and contribution to their next educational center.

THE MOST IMPORTANT PROCESSES AND BEST PRACTICES ESSENTIAL TO UPHOLDING THOROUGH AND RESPONSIBLE ACCOUNTING OF OUR ACADEMIC STANDARDS ARE:

- Scheduling ongoing reviews of the common core academic standards for each grade. The reviews consider how these standards are appropriately and adequately woven into the curriculum of Roberts Field. In particular,
 - Scheduling Fall, Winter, and Spring Assessments of co-teacher performance and reviews
 - Developing clear templates for educators about how to best perform, implement, and guide the experience of RFS for each grade
- Scheduling Fall, Winter, and Spring Assessments of classroom schedules and curricular subject offerings; and overseeing the interdisciplinary balance of enrichment, academics, and sciences in all aspects of weekly learning
- Providing bi-annual family surveys on the feedback of the academic program, as well as the interdisciplinary program
- Offering leader-led meetings to families reporting on the academic progress and proficiency of each grade and classroom. (As well as additional needed supports or processes offered to strengthen these academic and interdisciplinary systems.)





- Creating opportunities for regular leadership involvement and participation in the life of the classroom
- Performing regular and periodic assessments of students to formally determine each one's growth and capacity
- Providing families with comprehensive and holistic student evaluations and listing forward visions for each student based on each one's school strengths and challenges
- Continuously reviewing and evolving the metrics used in our student evaluation rubrics
- Scheduling independent evaluations of the implementation of our academic systems and goals by independent educational consultants



- Having our educators and leaders visit comparable educational centers, as well as those that differ in approaches and pedagogy, as well as inviting other schools to visit ours and participate in round table feedback and reflection sessions
- Continuing to develop strong relationships with a diverse spectrum of NYC middle- schools to keep them informed on the mission and success of Roberts Field. Also, our intention is to understand the most current academic and holistic expectations of rising middle schoolers
- Continuing to research and achieve resources with information on the best practice and state of the art for elementary progressive education

Roberts Field will also understand what effects the pandemic has had on the academic and socio-emotional growth of our individual students. In cases where additional schooling supports are needed in order for students to catch up to grade level, or become proficient in certain subjects, we will factor these needs into our curricular planning.

OFFER REGULAR PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR OUR STAFF TO INSPIRE NEW HORIZONS IN OUR EDUCATORS

The teachers of Roberts Field are the light and vessels from which the mission and educational intentionality of Roberts Field is spawned into action. Our educators are stewards of the holistic happiness and success of our students. They are highly collaborative and skilled creative implementers of the interdisciplinary program, and they believe in the promise and life-long learning reward of RFS offerings. Their daily and year-long contributions are not just a professional venture, but also a personal devotion and practice to the covenant of our pedagogical efficacy and the proven higher capacity of the RFS approach. The teachers' unrolling of the full breadth of the school's multi-dimensional expanse is an energetic infusion and nourishment that directly grows, expands, and blooms our students. Our teachers equally stand for the fundamental educational, social, and spiritual importance of a diverse school community, and they provide this representation in all facets of our curriculum and studies. Our teachers educate to support and ennoble a culturally and racially diverse student body from curricular content that will reflect the background and heritage of all of our students.

Roberts Field's holistic breadth of co-learning and creative inspiration must extend to the continuous development and investment in our educators as essential and highly gifted proponents of the Roberts Field mission. We want to **ensure the consistency and ongoing employment of our teachers with us.** We want to recognize all that they have contributed to further promote our school by giving them opportunities to advance to new horizons as creative beings. This investment in our teachers' creative growth will also infuse Roberts Field and the lives of our students and school families with extra facets of learning. As leaders and a community, we must also continue to **provide opportunities for our educators to grow daily within the classroom walls, in the extensive plains of our field outdoors, and in the world of enrichment beyond Roberts Field.** Continuing education and professional development are ripe in the plethora of organizational offerings and opportunities of New York City (and throughout the globe). As an organization, we must **continue to offer competitive salaries and benefits, as well as a variety of rewards for our employees.**

ON BEHALF OF MAINTAINING HEALTHY, INVIGORATING, AND PROGRESS-BASED PROFESSIONAL RELATIONSHIPS WITH OUR EDUCATORS, OUR SCHOOL WILL SUPPORT AND INVEST IN:

01

Providing educators ongoing enrichment opportunities in the Kindergarten through 5th- grade field of work, so that their teaching capacity, vision, and enjoyment are steadily bolstered.

02

Offering professional development opportunities that allow our educators to bring new skills, gifts, approaches, and resources into Roberts Field; and to enhance the interdisciplinary rewards of our program.

03

Inquiring to support each educator's holistic continuing education goals, so that as our staff expands their professional knowledge and capacity, our school also thrives by their acquired strength and experience.

04

Providing educators with regular monthly-round table summits for voice, expression, and professional development events. These help us to continue to build curriculum and evolving approaches to the school's pedagogy. This will strengthen our ongoing accountability and progress as an educational center.

05

Nurturing conversations and providing resources that offer best practice approaches to how educators guide culturally and racially diverse classrooms.

06

Ensuring that our budgets maintain competitive and generous salaries, benefits, provisions, and inspirational professional opportunities for community members and employees of The Roberts Field School.

07

Ensuring that in all of our educational development we are seeking resources, guidance, and experience from organizations with leaders and educators of diverse cultural backgrounds and races. We also want to ensure that the imparted information strengthens our awareness and our full capacity to further nurture all members of our diverse community

REGULARLY PROVIDE OUR FOUNDING DIRECTOR'S MISSION AWARENESS AND ENRICHMENT SUMMITS FOR THE SCHOOL COMMUNITY

As the Founder and Director of Studio Creative Play, Inc. since the organization's inception in 2003, and The Roberts Field School since 2014, Khahtee V. Turner has led the program community in the steady growth and success of each one's distinct, yet complementary (and overlapping) missions. She has also led the full operations of both enterprises over these 18 years, with a personal and professional devotion to the part that creativity, peace, equity, and justice should play in our everyday lives.

Through SCP and RFS Khahtee has nurtured

consciousness about the importance of holistic education. She has also encouraged compassionate awareness in our relationships, in our community, and in the larger bounty of nature. These values sit at the roots of our interconnected joy, happiness, and higher intelligence. She has taken educational experiences and resources to remote and underdeveloped areas of Mexico and Nepal. She has and also has given resources and global community workshops during her



visits to Icelandic schools. **As the ED of Studio Creative Play and Roberts Field, Khahtee will extend these missions to offer peace, equity, and justice to many more learning centers. through the altruistic project, Peace and Equity in Education—Fall 2021.**

Ms. Turner will continue to support this work at SCP and RFS; which is inspired by her work also as an artist and educator. Her

continuing to enrich and imbue the light and energetic frequency of Roberts Field with intelligent and imaginative discovery, creativity, and

interconnectedness for all participants that inspires them in their wide reach to learn and quest deeply for knowledge.

Khahtee will launch her Executive Director role and responsibilities through enacting all elements and projects of the RFS Strategic Development Plan over the next two years. In addition, she will continue to offer monthly workshops to the students of Roberts Field through her Think House Project.

THROUGH THINK HOUSE, KHAHTEE WILL DEVELOP MONTHLY DAY-LONG WORKSHOPS FOR THE STUDENTS OF ROBERTS FIELD THAT WILL FURTHER ALLOW HER TO DEVELOP AAND TEACH CURRICULUM FOR THE STUDENTS RELATED TO:

- **MEDITATION AND MINDFULNESS PRACTICE**
- **CONSERVATION, PRESERVATION, AND ENVIRONMENTALISM**
- **ENVIRONMENTAL ART AND COMMUNITY BUILDING**
- **MUSICAL DESIGN, EXPLORATION, AND INTERCONNECTIVITY**

As well, Think House's Peace Center will offer Roberts Field staff and students' chances to meet with other public and private elementary school students to share and discuss

social and environmental matters, create together, and set intentions for a peaceful planet.

All Think House programs and workshops will be pre-scheduled for an entire school year and posted on our annual calendar. This will allow families to prioritize their participation for the parts of the program that are extended to the whole school community.



THE ROBERTS FIELD SCHOOL



ROBERTS FIELD IS AN EDUCATIONAL EXPERIENCE EQUAL PARTS CHALLENGING, INSPIRING, AND BUSTLING IN ITS JOYFULNESS. IT ALLOWS CHILDREN TO BLOOM STRONGLY FROM THE FOUNDATION OF THEIR OWN UNIQUE GIFTS AND PROCLIVITIES. CHILDREN ACQUIRE THE SKILLS AND INSIGHTS TO APPROACH SCHOOL ONGOING WITH A REMARKABLE LOVE OF LEARNING AND TO BELIEVE IN THEIR OWN VOICE AND CONTRIBUTION TO THE LEARNING COMMUNITY AT OUR SCHOOL AND BEYOND.