

**Fairfax County Public Schools**

**School Improvement Plan  
2009 – 2010**

**Navy Elementary School**

**Cluster 8**

**Katie Hand, Principal  
Mark Bibbee, Assistant Principal**

# FCPS School Improvement Planning Process “Continuous Improvement”



Department of Accountability  
Office of Educational Planning  
Revised January 28, 2008

## COMMITTEE MEMBERS

Name	Position
Katie Hand	Principal
Mark Bibbee	Committee Chair
Donna Waybright	Reading Teacher
Matt Dyer	Special Education
Deanna Leon	ESOL
Lorraine Marshall	Guidance
Kate Mathis	1 <sup>st</sup> Grade/SS
Hilary McClelland	6 <sup>th</sup> Grade/Science
Kristen Scudder	3 <sup>rd</sup> Grade/Science
Robin Werzyn	5 <sup>th</sup> Grade/Math
Mark Granieri	School Based Technology Specialist
Lyla Shaikh	6th Grade/SS
Kim Policicchio	PTO Treasurer/Parent
Laura Gerry	PTO President/Parent
Dan Simonds	6 <sup>th</sup> Grade Language Arts

# VISION AND MISSION STATEMENTS AND CORE VALUES/BELIEFS

## FAIRFAX COUNTY PUBLIC SCHOOLS—VISION STATEMENT

**LOOKING TO THE FUTURE**—FCPS prepares all students for the world of the future, by giving them a broad spectrum of opportunities to prepare for education and employment beyond high school. All graduates are productive and responsible members of society, capable of competing in the global economy, and motivated to pursue learning throughout their lifetimes.

**COMMITMENT TO OPPORTUNITY**—FCPS values its diversity, and acknowledges that all people contribute to the well-being of the community. FCPS provides opportunities for all its students and employees to grow educationally, personally, and professionally.

**COMMUNITY SUPPORT**—Fairfax County embraces its schools. Businesses and community members generously volunteer their time and resources to help students. Schools are integrated into the fabric of the community, and residents take pride in their schools. The success of FCPS draws businesses to Fairfax County. Citizens support the financial and capital needs of the school system.

**ACHIEVEMENT**—Fairfax County students achieve at high levels across a broad spectrum of pursuits. FCPS values a well-rounded education that goes beyond basics, and encompasses the arts, literacy, technology, and preparation for the world of work. FCPS provide a breadth and depth of opportunities to allow all students to stretch their capabilities.

**ACCOUNTABILITY**—FCPS is accountable for the academic achievement of all students. FCPS measures academic progress to ensure that all students, regardless of race, poverty, language, or disability, will graduate with the knowledge and skills necessary for college and/or employment. FCPS spends money wisely. FCPS directs funds to the classroom, and finds ways to improve performance across the spectrum of academic programs and business processes.

## FAIRFAX COUNTY PUBLIC SCHOOLS—MISSION STATEMENT

Fairfax County Public Schools, a world-class school system, inspires, enables, and empowers students to meet high academic standards, lead ethical lives, and demonstrate responsible citizenship.

## FAIRFAX COUNTY PUBLIC SCHOOLS—BELIEFS

### **We Believe in Our Children**

- Each child is important and entitled to the opportunity to realize his or her fullest potential.
- High expectations promote high achievement.

### **We Believe in Our Teachers**

- Effective teachers are essential to student success.
- Learning occurs best when instruction is tailored to individual needs.

### **We Believe in Our Public Education System**

- Adults and children thrive in a vibrant, safe, enriching, and respectful environment.
- A well-rounded education enables students to lead fulfilling and culturally rich lives.
- An educated citizenry is critical to sustaining our economy and our system of self-governance.

### **We Believe in Our Community**

- A dynamic partnership among students, parents, teachers, staff members, and the community is critical to exceptional student achievement.
- Our diversity creates resilient, open, and innovative citizens of the global community.

**SCHOOL—VISION STATEMENT**

To become an exceptional 21<sup>st</sup> Century School Community we will educate all students by fostering a climate of respect, providing best practice teaching, maximizing student learning and opportunities in English and Spanish for all so that we can create informed, self sufficient, productive citizens, educated decision makers and responsible adults.

**SCHOOL—MISSION STATEMENT**

Create together a safe, nurturing and supportive environment that enables our students to learn to their fullest potential, communicate in two languages, establish collaborative partnerships with parents that promote an interest in life long learning and cohesive school communication. This community of trust enables all to accept individual differences and to promote an integrated curriculum where students take pride in the ownership of their learning and their community.

**SCHOOL—CORE VALUES/BELIEFS**

Each child is important and has the right to a free, safe and appropriate education. Our students are treated with respect and encouraged to respect others. We believe that all students have the ability to learn. With high expectations for achievement, each child can realize his or her full academic potential.

Knowledgeable teachers are vital for student success. Learning takes place when instruction is geared to meet student needs. Our staff will engage in continuous professional growth and development and impart best practice teaching.

When positive home/school partnerships are formed, student achievement rises. We believe that acceptance of our increasingly diverse community provides students with the ability to understand and build friendships with those of other cultures.

## SPECIAL PROGRAMS

<b>Academic</b>	<b>Essential Life Skills</b>	<b>Responsibility to the Community</b>
FLES- Spanish program	WNES News Program	Blood Drive/ INOVA Partnership Activities
Special Education Inclusion in General Ed	PE Pals	Jr. Master Gardeners
Reading Discovery	Runners' Club	Grade Level Garden Projects
Dolphin Discovery		SCA Recycling Initiative
International Fair		
Cognitive Reading Strategies		
Challenge 24		
Common Planning Time		
Geography Bee		
Renaissance Faire		
Easy Sense Q5 Science Probeware		
Colonial Faire		
Word Masters		
Word Study		
Socratic Seminar		
Technology Training for Staff		
Wilson Reading		
Compacted Math 3 <sup>rd</sup> , 4 <sup>th</sup> , 5 <sup>th</sup> and 6 <sup>th</sup>		
Odyssey of the Mind		
Flexible Math Grouping		
PLC/Assembly Chaperones		
Math Olympiad		
Junior Great Books		
Interactive Whiteboards		
Spelling Bee		
AWS Weather Bug		
Pilot School for Online SOL Testing		



## STUDENT ACHIEVEMENT GOAL—ACADEMICS

**STUDENT ACHIEVEMENT GOAL: All students will obtain, understand, analyze, communicate, and apply knowledge and skills to achieve success in school and life.**

*Check all that apply to this school improvement plan objective.*

- |   |   |
|---|---|
| <input type="checkbox"/> 1.1. Achieve their full academic potential in the core disciplines of: | <input type="checkbox"/> 1.3 Explore, understand, and value the fine and practical arts.                                      |
| <input type="checkbox"/> 1.1.1 English language arts  | <input type="checkbox"/> 1.4 Understand the interrelationship and interdependence of the countries and cultures of the world. |
| <input checked="" type="checkbox"/> 1.1.2 Mathematics   | <input type="checkbox"/> 1.5 Effectively use technology to access, communicate, and apply knowledge and to foster creativity. |
| <input type="checkbox"/> 1.1.3 Science  |   |
| <input type="checkbox"/> 1.1.4 Social studies   |   |
| <input type="checkbox"/> 1.2 Communicate in at least two languages                              |   |

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**SCHOOL IMPROVEMENT PLAN OBJECTIVE:** *(action-oriented: What we will do to improve programmatic and/or instructional effectiveness)*

In order to increase student achievement in math across grade levels, K-6 teachers will focus on Patterns, Functions, and Algebra.

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**RATIONALE FOR OBJECTIVE:** *(student performance data; knowledge of programmatic/instructional strengths and weaknesses; best-practice research)*

Data Sources:

EDSL Pattern, Functions, and Algebra strand data from 2008-9 SOL tests in grades 3-6.

Anecdotal data from grade level articulation and math committee meetings was used to determine areas of challenge.

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Knowledge is gleaned from professional conversations on grade level teams. Through our math committee we identified areas of need as Patterns, Functions, and Algebra. A continued emphasis on this, and additional staff development in this area will allow us to achieve our goal.

Best Practice Research:

Math Manipulative class taught by Frank Atchison.

Fostering Algebraic Thinking by Driscoll Pages v-viii

Navigating Through Algebra by NCTM Pages v-vi

Refer to Marzano's Handbook for Classroom Instruction that Works pgs. 78-81

Refer to Marzano's Building Academic Vocabulary: Teacher Manual pgs.15-29

Math lead teacher meetings/conferences

## STUDENT ACHIEVEMENT GOAL—ACADEMICS

<b>Sub-Goal Number</b>	<b>Performance Indicators</b> <i>(Specific <u>M</u>asurable <u>A</u>ttainable <u>R</u>esults-Oriented and <u>T</u>ime-Bound)</i>
1.1.2	We will improve the 4 <sup>th</sup> grade Special Education SOL passing rate from 88% to 90%.
	We will improve the SOL passing rate for black students from 74% to 83%.
	We will improve the 3 <sup>rd</sup> grade SOL math strands of Patterns, Functions, and Algebra from 76.2 % to 83 %.
	We will improve the 4 <sup>th</sup> grade SOL math strands of Patterns, Functions, and Algebra from 87% to 90 %.
	We will improve the current sixth grade cohort SOL passing rate from 81% to 83% in Patterns, Functions, and Algebra.
	We will improve the 6 <sup>th</sup> grade Special Education SOL passing rate from 64% to 83%.

## STUDENT ACHIEVEMENT GOAL—ACADEMICS WORK PLAN

<b>SCHOOL IMPROVEMENT PLAN OBJECTIVE:</b> In order to increase student achievement in math across grade levels, K-6 teachers will focus on Patterns, Functions, and Algebra.							
<b>Strategies</b>	<b>Person(s) Responsible</b>	<b>Materials Needed and Costs</b>	<b>Time Line</b>				<b>In-Process Measures</b>
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be used to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress?
			1 <sup>st</sup> Qtr.	2 <sup>nd</sup> Qtr.	3 <sup>rd</sup> Qtr.	4 <sup>th</sup> Qtr.	
1. Continue to increase use of manipulatives across grade levels	Robin Werzyn Karen Fitzpatrick	Grade Level Manipulatives kits	X	X	X	X	Lesson Plans, computer lab records, Team Leader notes
2. Develop strategies to augment solving math problems	Mark Erlich Hilary McClelland	Teacher-made materials		X	X		PLC discussions and documentation of team notes, e-cart data (3-6), in-service feedback
3. GMU Staff Development and FCPS Manipulatives Class	Katie Hand, Hilary McClelland	Class handouts and FCPS-provided books	X		X		Math committee discussions and classroom observations
4. Increase use of technology to teach Patterns, Functions, and Algebra	Mark Granieri	Smartboards, projectors, computers	X	X	X	X	PLC discussions, use of school server to share lessons, staff development
5. Provide intervention in math for Special Education	Special Education teachers	Manipulatives and e-Cart resources, Extended Contract teachers	X	X	X	X	e-Cart data (3-6) and PLC discussions/Special Ed team meetings
6. ESOL support for math vocabulary development	ESOL teachers	Word walls, visuals, teacher made materials, Key Words Across the Grade Levels for ESOL students(ESOL Office)	X	X	X	X	ESOL committee discussions and make and take, teacher collaboration, e-cart data(3-6)
7.							
8.							
9.							
10.							

## STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS

**STUDENT ACHIEVEMENT GOAL: All students will demonstrate the aptitude, attitude, and skills to lead responsible, fulfilling, and respectful lives.**

*Check all that apply to this school improvement plan objective.*

- |  |   |
|--|---|
| <input checked="" type="checkbox"/> 2.1 Demonstrate honesty, responsibility, and leadership.                                 | <input type="checkbox"/> 2.5 Be inspired to learn throughout life.                  |
| <input type="checkbox"/> 2.2 Work effectively within a group dynamic.  | <input type="checkbox"/> 2.6 Courageously identify and pursue their personal goals. |
| <input type="checkbox"/> 2.3 Develop the resilience and self-confidence required to deal effectively with life's challenges. | <input type="checkbox"/> 2.7 Develop practical life skills.                         |
| <input type="checkbox"/> 2.4 Possess the skills to manage and resolve conflict.  | <input type="checkbox"/> 2.8 Make healthy and safe life choices.                    |

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**SCHOOL IMPROVEMENT PLAN OBJECTIVE:** *(action-oriented: What we will do to improve programmatic and/or instructional effectiveness)*

Navy staff will encourage students to focus on the character education trait of personal responsibilities.

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**RATIONALE FOR OBJECTIVE:** *(student performance data; knowledge of programmatic/instructional strengths and weaknesses; best-practice research)*

Navy school students have shown a need for increased personal responsibility as shown by their lack of practical life skills including but not limited to promptness, honesty, preparedness, and bathroom and cafeteria responsibilities.

This need was indicated by:

Work habit comments  
Attendance records  
Discipline reports  
Interim reports  
Homework notebooks  
Professional conversations

Data Sources:

1. Parent trips to the office to deliver or retrieve forgotten items
2. Work habit grades on Interim/Progress Reports
3. Cleanliness in the cafeteria and bathrooms as reported by the custodians and cafeteria hostess

4. Survey of parents and teachers to determine current perceptions of student responsibility
5. Staff telephone logs
6. SASI discipline and attendance records

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Students' unsatisfactory work habits are indicated on Interims and Progress Reports. Teacher anecdotal records show additional lack of personal responsibility for practical life skills. We will continue to use a teacher committee designed a rubric for uniform school-wide citizenship criteria. This plan will be implemented through Back to School Night presentation, team meetings, parent conferences, staff in-services, and the citizenship section of quarterly Progress Reports.

Best Practice Research:

1. *Strategies for Developing Capable Students* by H. Stephen Glenn, Ph.D. and Michael L. Brock, M.A. focuses on strategies that teachers and parents can implement at school and at home in order to help children become responsible students (completing assigned tasks, being responsible for handing in assignments and keeping track of belongings, etc.) and to assist them in being prepared to learn.
2. Marzano's *Classroom Instruction That Works* indicates that completing homework assignments increases student achievement; however, homework needs to be meaningful and reinforce the learning that takes place in the classroom.
3. *Eleven Principles Sourcebook: How to Achieve Quality Character Education in K-12 Schools* by Kathy Beland, M.Ed as a resource guide to create a positive school culture and climate where responsibility and respect are the focus.

**STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS**

<b>Sub-Goal Number</b>	<b>Performance Indicators</b> <i>(Specific <u>M</u>asurable <u>A</u>ttainable <u>R</u>esults-Oriented and <u>T</u>ime-Bound)</i>
2.1	Compare baseline data in 2008-2009 with 2009-10 data using the Navy Citizenship Grades Tally Sheet
	Administer a follow-up survey in November of 2009 to compare with baseline survey in November 2008 of parental perceptions of student responsibility.

## STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS WORK PLAN

SCHOOL IMPROVEMENT PLAN OBJECTIVE: Navy staff will encourage students to focus on personal responsibilities.							
Strategies	Person(s) Responsible	Materials Needed and Costs	Time Line				In-Process Measures
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be used to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress?
			1 <sup>st</sup> Qtr.	2 <sup>nd</sup> Qtr.	3 <sup>rd</sup> Qtr.	4 <sup>th</sup> Qtr.	
1. Identify specific goals related to personal responsibility traits	Lorraine Marshall Melissa Bookoff Guidance Committee	Eleven Principles Sourcebook	X	X	X	X	Review of team and PLC minutes and discussion at guidance committee meetings.
2. Conduct Parent Survey	Katie Hand	Survey ballots/boxes		X			Analyze data from survey results.
3. Share student responsibility goals with students, staff, and parents	Katie Hand	Materials already on hand	X	X	X	X	Quarterly newsletter, communication logs, anecdotal notes
4. Participate in Responsive Classroom workshop	Katie Hand	Materials provided by RC workshop presenter	X				Guidance committee discussions, classroom observations
5. Generate and analyze citizenship grade tally sheets	Team leaders	Tally sheets	X			X	PLC meetings and team leaders discussions

## STUDENT ACHIEVEMENT GOAL—RESPONSIBILITY TO THE COMMUNITY

**STUDENT ACHIEVEMENT GOAL: All students will understand and model the important attributes that people must have to contribute to an effective and productive community and the common good of all.**

*Check all that apply to this school improvement plan objective.*

- 3.1 Know and practice the duties, responsibilities, and rights of citizenship in a democratic society.
- 3.2 Be respectful and contributing participants in their school, community, country, and world.
- 3.3 Understand the purpose, role, and means of interaction with the different levels of government.
- 3.4 Exercise good stewardship of the environment.

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**SCHOOL IMPROVEMENT PLAN OBJECTIVE:** *(action-oriented: What we will do to improve programmatic and/or instructional effectiveness)*

Enhance our school wide recycling program.

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**RATIONALE FOR OBJECTIVE:** *(student performance data; knowledge of programmatic/instructional strengths and weaknesses; best-practice research)*

Data Sources:

Quantities of recycled paper, bottle caps, plastic items, and foil drink pouches.

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

We can strengthen this program with our business partner *INOVA Fair Oaks Hospital* by sending them our monthly recycling tips.

Received grant from *Fairfax Recycles* for composter.

The recycle program increases student involvement in environmental awareness during the school day and at PTO events.

PTO Green Navy website

Best Practice Research:

Recycling is imperative for teaching environmental stewardship.

Setting Up a School Recycling Program –*Environmental Services Department, City of San Diego*

Northland Students Participate in Academic Service Learning Recycling Project for Community-*Northland College.edu*

Save Money While Generating Less Garbage by Deborah Mitchell-Charity Guide, *Issue Marketing, Sept. 20*

**STUDENT ACHIEVEMENT GOAL—RESPONSIBILITY TO THE COMMUNITY**

<b>Sub-Goal Number</b>	<b>Performance Indicators</b> <i>(Specific Measurable Attainable Results-Oriented and Time-Bound Goals)</i>
3.4	Increase Student Created Public Service Announcements that focus on recycling to once per quarter.
3.4	Expanding types of recyclable materials to bottle caps, plastic items, and foil pouches.

**STUDENT ACHIEVEMENT GOAL—RESPONSIBIITY TO THE COMMUNITY  
WORK PLAN**

<b>SCHOOL IMPROVEMENT PLAN OBJECTIVE:</b> Enhance our school wide recycling program.							
<b>Strategies</b>	<b>Person(s) Responsible</b>	<b>Materials Needed and Costs</b>	<b>Time Line</b>				<b>In-Process Measures</b>
What we will do to achieve the objective. <i>(Include professional development and parent involvement)</i>	Person(s) who will monitor the strategy.	What materials will be used to implement the strategy? What are the costs?	Check the projected quarter for implementing the strategy this school year.				How we will monitor progress
			1 <sup>st</sup> Qtr.	2 <sup>nd</sup> Qtr.	3 <sup>rd</sup> Qtr.	4 <sup>th</sup> Qtr.	
1. Augment recycling program to include juice pouches and bottle caps	Holly Shannon Lindsay Barbicus	None	X	X	X	X	Money collected from juice pouch program and volume of bottle caps recycled
2. Expand Student Recycling Education/Training Program	Lorraine Marshall SCA Mark Granieri	Video Equipment		X	X	X	Broadcasts of recycling Public Service Announcements on WNES
3. Communicate with business partner to increase their involvement in Navy's recycling program	Lorraine Marshall, Dawn Murphy	Materials already on hand	X	X	X	X	Monthly emails sent to business partner notifying them of our recycling practices.
4. PTO initiatives to limit paper consumption	Laura Gerry, Theresa Marzio	Navy PTO Website		X	X	X	PTO paper consumption and numbers of on-line registrations
5. Students collect and dispose of recycling in a pre-designated location.	SCA Students	Classroom recycling bins and large central bin	X	X	X	X	Custodial reports on recycling and financial statement

## RESULTS AND REFLECTION

### A Focus on Continuous Improvement

SIP Objectives	Results related to performance indicators	Reflection on critical factors that supported and inhibited success	Implications for ongoing improvement efforts
<p style="text-align: center;"><b>Academics</b></p> <p><b>Objective:</b></p> <p>In order to increase student achievement in math across grade levels, K-6 teachers will focus on Numbers and Number Sense.</p>	<p>[Using EDSL SOL Data]</p> <p>4<sup>th</sup> Grade Special Education passing rate increased from 50 percent to 82 percent.</p> <p>The Hispanic-student passing rate in all grades increased from 72 percent to 100 percent.</p> <p>3<sup>rd</sup> Grade scores decreased from 96 to 88 percent.</p> <p>4<sup>th</sup> Grade scores increased from 88 to 92 percent.</p> <p>5<sup>th</sup> Grade cohort scores increased from 88 to 92 percent.</p> <p>6<sup>th</sup> Grade Special Education passing rate increased from 40 to 60 percent.</p>	<p>Supported: Increased use of interactive technology and math folders organized by grade level (lesson ideas and activities). Teachers attending a math manipulatives class and integrating into daily lessons.</p> <p>Inhibited: Decrease in 3<sup>rd</sup> grade scores may be attributed to lack of experience by test takers.</p> <p>Special Ed student needs were more extensive than anticipated at the start of the year.</p> <p>Special Ed staff inexperience may have inhibited student progress.</p> <p>New pacing guides in 3<sup>rd</sup> grade.</p>	<p>Staff Development opportunities at Navy related to Number and Number Sense and manipulatives.</p> <p>Continue with monthly math tips at faculty meetings.</p> <p>Increase to full time ESOL teacher for support of upper grade ELLs.</p> <p>Redesign service delivery model for 2009-10 to allow greater support of Special Ed students in a Learning Lab.</p> <p>Introduce Compacted Math at 3<sup>rd</sup> Grade.</p> <p>Three week summer “Jump Start” program supported identified (2<sup>nd</sup> -6<sup>th</sup>) students needing math remediation</p>

<b>SIP Objectives</b>	<b>Results related to performance indicators</b>	<b>Reflection on critical factors that supported and inhibited success</b>	<b>Implications for ongoing improvement efforts</b>
<p><b>Essential Life Skills</b></p> <p><b>Objective:</b></p> <p>Navy staff will encourage students to focus on the character education trait of personal responsibility.</p>	<p>85 percent of parents responded to survey.</p> <p>92 percent of the upper grade surveys completed rated their student as very responsible.</p> <p>Reduced frequency of unscheduled restroom maintenance.</p>	<p>Supported: Citizenship rubric and data collection sheets.</p> <p>Creation of Citizenship Rubric Committee eliminated multiple interpretations of “Personal Responsibility”</p> <p>Parent survey results indicate discrepancy between parent and teacher views of student responsibility.</p> <p>Inhibited: First year implementation struggles.</p>	<p>Continue using citizenship rubric and data collection sheets to monitor consistency across grade levels.</p> <p>Staff development at faculty meeting to review citizenship rubric and grading consistency.</p> <p>Continue administering Parent/Responsibility survey to collect and compare data.</p> <p>Increased and explicit communication of school expectations of personal responsibility.</p>

<b>SIP Objectives</b>	<b>Results related to performance indicators</b>	<b>Reflection on critical factors that supported and inhibited success</b>	<b>Implications for ongoing improvement efforts</b>
<p data-bbox="195 175 474 245"><b>Responsibility to the Community</b></p> <p data-bbox="128 285 273 318"><b>Objective:</b></p> <p data-bbox="128 358 453 428">Enhance our school-wide recycling program.</p>	<p data-bbox="569 175 947 245">PTO functions continue to offer opportunities to recycle.</p> <p data-bbox="569 323 936 500">Interactive Science Garden along with associated recycling/composting efforts continue to be a part of our educational mission.</p>	<p data-bbox="984 175 1423 245">Supported: Recycling efforts have expanded to include <u>all</u> paper.</p> <p data-bbox="984 285 1503 462">Increased awareness of environmental stewardship through PTO “Footprint Project”, SCA program, “Green Tips” in staff newsletter, <i>Green Navy Website</i> and WNES announcements.</p> <p data-bbox="984 503 1486 573">Requested and acquired extra recycling bins.</p> <p data-bbox="984 613 1293 646">Planet Aid donation bin.</p> <p data-bbox="984 686 1486 792">“Summer Tips” from Navy Elementary School: <i>Recycling, Responsibility, and Number Sense</i>.</p> <p data-bbox="984 833 1451 976">Inhibited: Questionable practices by Planet Aid organization and FCPS regulations about donation bins on campus inhibited our success.</p>	<p data-bbox="1543 175 1965 280">Look towards additional avenues to assist the community while continuing recycling efforts.</p> <p data-bbox="1543 321 1948 391">Suggestions for summer extension of recycling program.</p> <p data-bbox="1543 431 1940 574">Continue “Summer Tips” from Navy Elementary School: <i>Recycling, Responsibility, and Number Sense</i>.</p> <p data-bbox="1543 615 1898 647">Exploring donation sources.</p> <p data-bbox="1543 688 1965 794">Expanding recycling efforts to include juice pouches and plastic bottle caps.</p>