

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 st Grade/SS |
| Hilary McClelland | 6 th Grade/Science |
| Kristin Scudder | 3 rd Grade/Science |
| Robin Werzyn | 5 th 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 th 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 21st 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.

Excellent 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.

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

| Academic | Essential Life Skills | Responsibility to the Community |
|--|------------------------------|---|
| FLES- Spanish program | WNES News Program | Blood Drive/ INOVA Partnership Activities |
| Special Education Inclusion in General Ed | PE Pals | Jr. Master Gardeners |
| Reading Discovery | | 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 rd , 4 th , 5 th and 6 th | | |
| 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 | |

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, teachers will focus on improving instructional practices in order to more effectively teach Patterns, Functions, and Algebra.

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 for all students as well as each sub group of student.

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

Knowledge is gleaned from conversations within each PLC team as well as a disaggregation of the EDSL data by strand and sub group to identify areas of the greatest need. Through our math committee we identified areas of need in 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

Increased opportunities for all students to be involved in highly engaging, creative, higher order thinking “performance assessments”.

STUDENT ACHIEVEMENT GOAL—ACADEMICS

| Sub-Goal Number | Performance Indicators <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 passing rate for Black students from 74% to 83%. |
| | We will improve the 3 rd grade SOL math strands of Patterns, Functions, and Algebra from 76.2 % to 83 %. |
| | We will improve the 4 th grade SOL math strands of Patterns, Functions, and Algebra from 87% to 90 %. |
| | We will improve the 4 th grade Special Education passing rate from 88% to 90%. |
| | We will improve the current 6 th grade cohort from 81% to 83% in Patterns, Functions, and Algebra. |
| | We will improve the 6 th grade Special Education passing rate from 64% to 83%. |

STUDENT ACHIEVEMENT GOAL—ACADEMICS WORK PLAN

| SCHOOL IMPROVEMENT PLAN OBJECTIVE: In order to increase student achievement in math across grade levels, K-6 teachers will focus on Patterns, Functions, and Algebra. | | | | | | | |
|--|---|--|---|-------------------------|-------------------------|-------------------------|---|
| 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 st Qtr. | 2 nd Qtr. | 3 rd Qtr. | 4 th Qtr. | |
| 1. Continue to increase use of manipulatives across grade levels | Robin Werzyn (4-6) Karen Fitzpatrick (K-3) | Grade Level Manipulative 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. ECART data (3-6), In-service feedback |
| 3. GMU Staff Development and FCPS Manipulatives classes | Katie Hand, Hilary McClelland | Class handouts and FCPS-provided books | X | | X | | |
| 4. Increase use of technology to teach 5. Patterns, Functions, and Algebra | Mark Granieri | Smartboards, projectors, Computers | X | X | X | X | PLC discussions, Use of School Server to share lessons, Staff Development |
| 6. Provide intervention in math for Special Education and ESOL | Special Education and ESOL teachers | Manipulatives and e-Cart resources, Extended Contract teachers | | X | X | X | e-Cart data (3-6) and PLC discussions/Special Ed team meetings and ESOL Team meetings |
| 7. Identify students who have failed SOL tests and offer special programs for remediation during the school day (e.g. Tutorial, “boot camp”, etc.). | Katie Hand, Mark Bibbee, Classroom teachers. | Classroom supplies, textbooks, computer programs, and copy materials. | X | X | X | X | Informal on-going assessment by teachers, increased proficiency on eCart and Aspire assessments, increase in SOL test scores. |
| 8. | | | | | | | |
| 9. | | | | | | | |
| 10. | | | | | | | |
| 11. | | | | | | | |

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. |

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.

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; 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. Parents trips to the office to deliver or retrieve forgotten items
2. Work habit grades on 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 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 do 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 belongs, etc.) 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 School* by Kathy Beland, M.Ed.

STUDENT ACHIEVEMENT GOAL—ESSENTIAL LIFE SKILLS

| Sub-Goal Number | Performance Indicators <i>(Specific <u>M</u>asurable <u>A</u>ttainable <u>R</u>esults-Oriented and <u>T</u>ime-Bound)</i> |
|------------------------|---|
| 2.1 | Establish baseline data using the Navy Citizenship Grades Tally Sheet to compare first quarter 2009-10 to third quarter 2009-10. |
| | 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 st Qtr. | 2 nd Qtr. | 3 rd Qtr. | 4 th Qtr. | |
| 1. Each grade level will identify specific goals related to personal responsibility traits | Lorraine Marshall Melissa Bookoff | Materials already on hand | X | X | X | X | Review of team and PLC minutes and discussion at team leader 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. | | | | | | | |
| 5. | | | | | | | |
| 6. | | | | | | | |
| 7. | | | | | | | |
| 8. | | | | | | | |
| 9. | | | | | | | |

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.

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

Enhance our school wide recycling program.

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

Data Sources:

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

Knowledge of Programmatic/Instructional Strengths and Weaknesses:

We can strengthen this program by involving our business partner *INOVA Fair Oaks Hospital*.

Received grant from *Fairfax Recycles* for composter.

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

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*

Bottle Cap????????????????????????????????

Capri Sun????????????????????????????????

STUDENT ACHIEVEMENT GOAL—RESPONSIBILITY TO THE COMMUNITY

| Sub-Goal Number | Performance Indicators <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. |
| 3.4 | Students will reflect through written assignments the impact that recycling programs have on the school community and the environment. |
| | |

STUDENT ACHIEVEMENT GOAL—RESPONSIBIITY TO THE COMMUNITY WORK PLAN

| SCHOOL IMPROVEMENT PLAN OBJECTIVE: Enhance our school wide recycling program. | | | | | | | |
|---|---|--|---|-------------------------|-------------------------|-------------------------|--|
| 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 st Qtr. | 2 nd Qtr. | 3 rd Qtr. | 4 th Qtr. | |
| 1. Obtain additional containers from FCPS for paper and plastic disposal. | Katie Hand | Additional recycling containers | | X | | | Inventory of containers |
| 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. Implement PTO “Footprint” project | Laura Gerry, Theresa Marzio | Navy Green Website | | X | X | X | PTO End of Year Report |
| 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 |
| 6. Students will use data collected from all of our recycling programs and reflect through written assignments how this impacts their school and community. | Science Teachers, SCA Lead, recycling program managers. | Recycling program data, classroom materials | X | X | X | X | Student reflections in written assignments and/or journals. |

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;">Academics</p> <p>Objective:</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>4th 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>3rd Grade scores decreased from 96 to 88 percent.</p> <p>4th Grade scores increased from 88 to 92 percent.</p> <p>5th Grade cohort scores increased from 88 to 92 percent.</p> <p>6th 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 Math manipulatives class and integrating into daily lessons.</p> <p>Inhibited: Decrease in 3rd grade scores may be attributed to lack of experience by test takers.</p> <p>Special Ed students 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 3rd 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 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 3rd Grade.</p> |

| SIP Objectives | Results related to performance indicators | Reflection on critical factors that supported and inhibited success | Implications for ongoing improvement efforts |
|--|---|--|--|
| <p data-bbox="201 175 468 204">Essential Life Skills</p> <p data-bbox="128 248 275 277">Objective:</p> <p data-bbox="128 326 474 464">Navy staff will encourage students to focus on the character education trait of personal responsibility.</p> | <p data-bbox="569 215 936 277">Eight-five percent of parents responded to survey.</p> <p data-bbox="569 326 940 464">Ninety-two percent of the upper grade surveys completed rated their student as very responsible.</p> <p data-bbox="569 508 852 607">Reduced frequency of unscheduled restroom maintenance.</p> | <p data-bbox="984 175 1478 237">Supported: Citizenship rubric and data collection sheets.</p> <p data-bbox="984 285 1381 423">Creation of Citizenship Rubric Committee eliminated multiple interpretations of “Personal Responsibility”</p> <p data-bbox="984 472 1493 571">Parent survey results indicate discrepancy between parent and teacher views of student responsibility.</p> <p data-bbox="984 620 1444 682">Inhibited: First year implementation struggles.</p> | <p data-bbox="1543 175 1965 313">Continue using citizenship rubric and data collection sheets to monitor consistency across grade levels.</p> <p data-bbox="1543 362 1940 461">Staff Development at Faculty Meeting to review citizenship rubric and grading consistency.</p> <p data-bbox="1543 509 1940 609">Continue administering Parent/Responsibility survey to collect and compare data.</p> <p data-bbox="1543 657 1864 792">Increased and explicit communication of school expectations of personal responsibility.</p> |

| SIP Objectives | Results related to performance indicators | Reflection on critical factors that supported and inhibited success | Implications for ongoing improvement efforts |
|--|---|---|---|
| <p>Responsibility to the Community</p> <p>Objective:</p> <p>Enhance our school wide recycling program.</p> | <p>PTO functions continue to offer opportunities to recycle.</p> <p>Interactive Science Garden along with associated recycling/composting efforts continue to be a part of our educational mission.</p> | <p>Supported: Recycling efforts have expanded to include ALL paper.</p> <p>Increased awareness of environmental stewardship through PTO “Footprint Project”, SCA program, “Green Tips” in staff newsletter, <i>Green Navy</i> Website and WNES announcements.</p> <p>Requested and acquired extra recycling bins.</p> <p>Planet Aid donation bin.</p> <p>Inhibited: Questionable practices by Planet Aid organization and FCPS regulations about donation bins on campus inhibited our success.</p> | <p>Look towards additional avenues to assist the community while continuing recycling efforts.</p> <p>Suggestions for summer extension of recycling program.</p> <p>“Summer Tips” from Navy Elementary School: <i>Recycling, Responsibility, and Number Sense</i>.</p> <p>Exploring donation sources.</p> |