



INITIAL EDUCATION PERFORMANCE AUDIT REPORT

FOR

OMAR ELEMENTARY SCHOOL

LOGAN COUNTY SCHOOL SYSTEM

JUNE 2014

WEST VIRGINIA BOARD OF EDUCATION

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INTRODUCTION

An unannounced Education Performance Audit of Omar Elementary School in Logan County was conducted April 24, 2014. The review was conducted at the specific direction of the West Virginia Board of Education. The purpose of the review was two-fold. The primary purpose was to investigate performance and progress as they relate to the standards outlined in Policy 2320. Secondly, the purpose was to make recommendations to the school, school system, as appropriate, and West Virginia Board of Education on such matters as it considers necessary to improve performance and progress to meet the standard.

The Education Performance Audit Team reviewed the Five-Year Strategic Improvement Plan, interviewed school personnel and school system administrators, observed classrooms, and examined school records.

EDUCATION PERFORMANCE AUDIT TEAM

Office of Education Performance Audits Team Chair – Charlene Coburn, Coordinator,
West Virginia Department of Education Office of Technology – Mark Moore, Coordinator

TEAM MEMBERS

Name	Title/School	County
Dr. William E. Chapman	Director Federal Programs	Roane County
Lexi Damous	Principal– Poca Elementary School	Putnam County
Alvin James	Principal–Daniels Elementary School	Raleigh County
Margaret Williamson	Principal – East Lynn Elementary School	Wayne County

SCHOOL PERFORMANCE

This section presents the Annual Performance Measures for Accountability and the Education Performance Audit Team’s findings.

45 LOGAN COUNTY

Phyllis Doty, Superintendent

101 OMAR ELEMENTARY SCHOOL – TRANSITION

John Mullins, Principal

Grades PK-04, Enrollment 212

In 2013, West Virginia received waiver approval from certain federal rules and deadlines under the Elementary and Secondary Education Act (ESEA). West Virginia received approval to use its own accountability system which was developed to more effectively identify struggling schools and better direct resources to these schools (2013 ESEA Results). Every public school in the state is designated as a **SUCCESS, TRANSITION, FOCUS, SUPPORT** or **PRIORITY** school.

The West Virginia Accountability Index (WVAI) designated Omar Elementary School a Transition school. Transition schools are those schools that have either met their target based on their WVAI score or demonstrated that a majority of their subgroups were making academic progress against the annual academic goals in mathematics and reading/language arts, or the school has reached its goals in attendance or graduation rates. Transition schools may be demonstrating some combination of low achievement, achievement gaps, low growth or low attendance/graduation rates. The school must show progress in student achievement each year to maintain or improve this designation. A school’s designation is determined once a year based on prior school year data, including WESTEST2 results.

Designation Status for Omar Elementary School.

Designation:	TRANSITION	Next Year’s Target:	52.013
Index Score:	40.3588	Met at least 50% of targets in Mathematics and Reading:	YES
Index Target:	48.2371	Met Participation Rate Indicator:	YES
Met Index Target:	NO		

Supporting Data

Proficiency (40% of the index score)	8.91
Achievement Gaps Closed (20% of the index score)	12.04
Observed Growth (15% of the index score)	6.56
Adequate Growth (20% of the index score)	8.00
<u>Attendance Rate (5% of the index score)</u>	<u>4.85</u>
Total Accountability Index (out of 100)	40.36

The West Virginia Accountability Index targets were set for each school to reach progressively higher performance on a defined set of data. Schools have an overall score based on multiple components of student and school performance. All schools were required to meet the same end point, thus defining school-specific trajectories requiring higher rates of improvement for lower performing schools. Targets comprised of the five components listed were set with a goal of all elementary schools in West Virginia reaching 74.6679 by 2020. Proficiency targets were set at 75 percent for all students in all subgroups by 2020.

Omar Elementary School did not achieve the Accountability Index Target for the 2012-2013 school year. When considering the index target of 52.01 for 2014 and the proficiency target of 75 percent by 2020, with a current index score of 40.36, Omar Elementary School has a steep trajectory to achieve both the short term and long term targets. A significant gap existed between current performance of each subgroup and the target of 75 percent proficient.

- Omar Elementary School earned 40.36 of the 100 points possible for the West Virginia Accountability Index (WVAI) for the 2012-2013 school year. (The target was 48.24 for 2013 and is 52.01 for 2014.)
- At least 50 percent of the subgroups at Omar Elementary School met the targets in mathematics and reading.
- Omar acquired 8.91 of the 40 possible points for proficiency in mathematics and reading.
- Omar Elementary School acquired 12.04 points of the 20 possible points for closing the achievement gap as indicated by the 2013 WVAI.
- Omar Elementary School acquired 8.00 of 20 possible points for adequate growth as indicated by the 2013 WVAI.
- Omar Elementary School acquired 4.85 points of the 5 possible points for attendance as indicated by the 2013 WVAI.

**OMAR ELEMENTARY SCHOOL
Grade-Level Proficiency Data
School Year 2013**

Grade-Level and Subgroup		Mathematics			Reading/Language Arts		
Grade	Group	Participation	Non-Proficient	Proficient	Participation	Non-Proficient	Proficient
3	White	> 95%	73.68%	26.32%	> 95%	57.89%	42.11%
3	Black	> 95%	>95%	< 5%	> 95%	>95%	< 5%
3	Special Education	> 95%	77.78%	22.22%	> 95%	77.78%	22.22%
3	Total	> 95%	75.00%	25.00%	> 95%	60.00%	40.00%
4	White	> 95%	56.41%	43.59%	> 95%	58.97%	41.03%
4	Black	> 95%	>95%	< 5%	> 95%	60.00%	40.00%
4	Hispanic	> 95%	<5%	> 95%	> 95%	>95%	< 5%
4	Special Education	> 95%	83.33%	16.67%	> 95%	83.33%	16.67%
4	Total	> 95%	60.00%	40.00%	> 95%	60.00%	40.00%

Attendance Rate = 97.00%

The chart, Grade-Level Proficiency Data for School Year 2013, depicts participation, non-proficient, and proficient percentage rates by grade level and subgroup for mathematics and reading/language arts.

Mathematics.

- Grade 4 students, with a proficiency rate of 40 percent proficient outperformed Grade 3 students (25 percent proficient).
- Grade 3 and Grade 4 black students were less than 5 percent proficient.
- Grade 4 Hispanic students were greater than 95 percent proficient.
- Grade 3 special education students, with a proficiency rate of 22.22 percent proficient outperformed Grade 4 special education students (16.67 percent proficient).

Reading/Language Arts.

- Grade 3 and Grade 4 students were 40 percent proficient.
- Grade 4 black students with a proficiency rate of 40 percent proficient outperformed Grade 3 black students (less than 5 percent proficient).
- Grade 4 Hispanic students scored less than 5 percent proficient.

- Grade 3 special education students with a proficiency rate of 22.22 percent proficient outperformed Grade 4 special education students (16.67 percent proficient).

OMAR ELEMENTARY SCHOOL Growth Model School Level Summary Results by Sub-Group

***Note:** Numbers below represent those students who have at least 1 prior consecutive WESTEST 2 score.

Low	between 1-34th percentile
Typical	between 35th-65th percentile
High	between 66th-99th percentile

Subgroup		Mathematics 2013					Reading/Language Arts 2013				
		Low	Typical	High	Median Percentile	Percent Proficient	Low	Typical	High	Median Percentile	Percent Proficient
All Group	School	13 (30%)	16 (37%)	14 (33%)	49.0	33.7%	17 (40%)	12 (28%)	14 (33%)	49.0	40.7%
	County	1,330 (38%)	1,091 (31%)	1,051 (30%)	46.0	36.9%	1,312 (38%)	1,100 (32%)	1,052 (30%)	45.0	43.5%
	State	51,165 (35%)	45,256 (31%)	50,057 (34%)	50.0	45.1%	50,484 (35%)	45,076 (31%)	50,227 (34%)	50.0	48.7%
Black Group	School	*	*	*	46.0	0.0%	*	*	*	70.0	28.6%
	County	38 (35%)	39 (36%)	31 (29%)	48.0	33.3%	41 (38%)	30 (28%)	36 (34%)	51.0	43.1%
	State	2,677 (37%)	2,180 (30%)	2,303 (32%)	47.0	32.1%	2,581 (36%)	2,216 (31%)	2,308 (32%)	48.0	38.5%
White Group	School	11 (30%)	14 (38%)	12 (32%)	49.0	35.9%	16 (43%)	10 (27%)	11 (30%)	42.0	42.3%
	County	1,279 (38%)	1,041 (31%)	1,013 (30%)	46.0	37.0%	1,263 (38%)	1,059 (32%)	1,004 (30%)	45.0	43.4%
	State	47,034 (35%)	41,704 (31%)	46,085 (34%)	50.0	45.7%	46,584 (35%)	41,462 (31%)	46,170 (34%)	50.0	49.2%
Spec.Ed Sub-Group	School	*	*	*	47.0	20.0%	*	*	*	17.0	20.0%
	County	136 (43%)	110 (34%)	73 (23%)	41.0	13.7%	131 (41%)	98 (31%)	90 (28%)	45.0	12.6%
	State	7,956 (43%)	5,628 (31%)	4,781 (26%)	41.0	18.3%	7,406 (41%)	5,488 (30%)	5,291 (29%)	43.0	16.1%
Non-Spec.Ed Sub-Group	School	11 (30%)	13 (35%)	13 (35%)	49.0	36.6%	13 (35%)	11 (30%)	13 (35%)	54.0	45.1%
	County	1,194 (38%)	981 (31%)	978 (31%)	47.0	39.8%	1,181 (38%)	1,002 (32%)	962 (31%)	45.0	47.3%
	State	43,209 (34%)	39,628 (31%)	45,276 (35%)	51.0	49.6%	43,078 (34%)	39,588 (31%)	44,936 (35%)	51.0	54.2%
LSES Sub-Group	School	8 (33%)	10 (42%)	6 (25%)	50.0	33.7%	12 (50%)	4 (17%)	8 (33%)	34.0	40.7%
	County	534 (41%)	391 (30%)	384 (29%)	44.0	36.9%	535 (41%)	412 (32%)	356 (27%)	43.0	43.5%
	State	26,545 (38%)	21,619 (31%)	22,119 (31%)	47.0	37.5%	25,763 (37%)	21,435 (31%)	22,576 (32%)	47.0	40.7%
Non-LSES Sub-Group	School	*	*	*	47.0	(NA)	*	*	*	60.0	(NA)
	County	796 (37%)	700 (32%)	667 (31%)	48.0	(NA)	777 (36%)	688 (32%)	696 (32%)	47.0	(NA)
	State	24,620 (32%)	23,637 (31%)	27,938 (37%)	52.0	58.1%	24,721 (33%)	23,641 (31%)	27,651 (36%)	52.0	62.5%
Male Sub-Group	School	7 (33%)	9 (43%)	5 (24%)	46.0	26.8%	10 (48%)	6 (29%)	5 (24%)	39.0	26.8%
	County	707 (40%)	551 (31%)	502 (29%)	44.0	35.1%	702 (40%)	570 (32%)	485 (28%)	43.0	34.7%
	State	27,113 (37%)	22,439 (30%)	24,615 (33%)	48.0	44.3%	27,485 (37%)	22,259 (30%)	24,047 (33%)	47.0	41.0%
Female Sub-Group	School	6 (27%)	7 (32%)	9 (41%)	61.0	40.0%	7 (32%)	6 (27%)	9 (41%)	60.0	53.3%
	County	623 (36%)	540 (32%)	549 (32%)	48.0	38.8%	610 (36%)	530 (31%)	567 (33%)	48.0	52.8%
	State	24,052 (33%)	22,817 (32%)	25,442 (35%)	51.0	45.9%	22,999 (32%)	22,817 (32%)	26,180 (36%)	52.0	56.9%

***Note:** Schools are those schools that have at least a 4th grade.

*Denotes cell size <20.

The chart, Growth Model School Level Summary Results by Sub-Group, identifies the percent proficient in each subgroup compared to the county and the State averages. In addition, subgroup growth is examined and determined to be low (red cells), typical (yellow cells), or high (green cells) based on previous performance.

Mathematics.

- All subgroups demonstrated typical growth in mathematics.
- 33.7 percent of all students were proficient in mathematics as indicated by the 2013 WESTEST2 data.
- 0.0 percent of the black subgroup was proficient in mathematics compared to the white subgroup (35.9 percent proficient), which indicated a 35.9 percent achievement gap.
- 20 percent of the special education subgroup was proficient in mathematics compared to the non-special education subgroup (36.6 percent proficient), which indicated a 16.6 percent achievement gap.
- 33.7 percent of the low-socioeconomic subgroup was proficient in mathematics.
- 26.8 percent of the male subgroup was proficient in mathematics compared to the female subgroup (40 percent proficient), which indicated a 13.2 percent achievement gap.

Reading/Language Arts.

- The black subgroup demonstrated high growth in reading/language arts while the white, non-special education, non-low socioeconomic, male, and female subgroups demonstrated typical growth. The special education and low-socioeconomic subgroups demonstrated low growth.
- 40.7 percent of all students were proficient in reading/language arts as indicated by the 2013 WESTEST2 data.
- 28.6 percent of the black subgroup was proficient in reading/language arts compared to the white subgroup (42.3 percent proficient), which indicated a 13.7 percent gap.
- 20 percent of the special education subgroup was proficient in reading/language arts compared to the non-special education subgroup (45.1 percent proficient), which indicated a 25.1 percent gap.
- The low socioeconomic subgroup (40.7 percent proficient) mirrored the all subgroup.
- 26.8 percent of the male subgroup was proficient compared to the female subgroup (53.3 percent proficient), which indicated a 26.5 percent gap.

ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY - ANALYSIS

Analysis of the data indicated that Omar Elementary needed to provide additional support to the reading/language arts special education subgroup and the reading/language arts low socioeconomic subgroup. Overall, the scores for mathematics were slightly lower than the reading/language arts scores. The data indicated a need to provide support to the staff in overall mathematics instruction and in closing the achievement gap for low-socioeconomic students, students with disabilities, and male students.

The following professional development and/or training opportunities were provided as reported by the principal.

Date	Professional Development Session
August 5-7, 2013	Teachers' Academy- Next Generation Standards
August 8, 2013	Leader in Me
August 15, 2013	Policies, Procedures, Confidentiality, and Engrade
August 15, 2013	Data Analysis
August 16, 2013	Burst Reading Program
August 28, 2013	Title I Orientation
September 10, 2013	Units of Study – Writing (Kindergarten- Grade 2)
September 17, 2013	Title I Monitoring and Electronic Filing
September 20, 2013	Class Training for Preschool
On-going	Beginning Teacher Sessions
October 10, 2013	Units of Writing (Kindergarten – Grade 2)
October 18, 2013	Depth of Knowledge and Informational Text
October 22, 2013	Units of Writing Part 2 (Kindergarten – Grade 2)
October 23, 2013	Data Notebooks
October 26, 2013	Leader In Me
December 20, 2013	Tech Steps
February 17, 2014	Crisis Plan, Five Year Strategic Plan, Multi-cultural
February 17, 2014	WESTEST2 Online Writing
March 2014	Textperts for Common Core Language Arts
April 9, 2014	WESTEST2 Examiner Training
April 24, 2104	Teachers Working with Parents

EDUCATION PERFORMANCE AUDIT

COMMENDATIONS

The Education Performance Audit Team reported that Omar Elementary School had undertaken positive school improvement initiatives. The prominent initiatives and activities included the following.

7.1.3. Learning Environment. The Team verified the school staff provided a safe and nurturing environment conducive to learning. Students participated in a morning singing activity and were using American Sign Language to sing the “7 Habits Song”. It was evident the song was common practice and set the tone for a positive learning environment. The building was decorated with student work, painted, clean, and educationally stimulating.

7.1.4. Instruction. The Team commended the staff for implementing the Burst Reading Literacy Intervention Program. Teachers provided the foundational skills students needed to read independently and become successful learners. The staff received on-going professional development and support in implementing the program.

One Grade 4 teacher created a Cedar Unit Plan titled “Coal: Dig It” for the Coal Fair Project. This project was an outstanding example of the West Virginia Next Generation Content Standards and Objectives implementation. The unit integrated mathematics and reading/language arts with social studies. The Team viewed pictures of students engaged in group work, and the teacher was enthusiastic regarding the success students had experienced with the unit.

7.2.4. Data Analysis. The Team commended the Grades 3 and 4 teams for using data to guide instruction. The Grades 3 and 4 students maintained data notebooks and the students led conferences with parents in which they explained their results to the parents. The Title I teacher and Grades 3 and 4 teachers spoke extensively regarding processes for analyzing and using data to drive instruction. Professional learning community (PLC) teams met two times per week, and agendas verified all team members discussed individual student data results at each meeting.

7.8.1. Leadership. The Team commended Omar Elementary School for distributed leadership established through the Lighthouse Leadership Team, in which every teacher served on a smaller team and took ownership of various needs, such as, parent involvement initiatives and planning staff development. Professional learning community (PLC) teams were also established at the school. The PLCs used this time to analyze data and plan instruction.

Teacher and student interviews indicated the principal supported students, teachers, and staff. Students were selected by homeroom to serve on the various teams. Students assumed ownership of their learning, which was verified through student data notebooks maintained by students. Student-led conferences were held for parents and students shared their data results with parents.

HIGH QUALITY STANDARDS

Necessary to Improve Performance and Progress.

7.1. CURRICULUM.

7.1.6. Instruction in writing. Instruction in writing shall be a part of every child's weekly educational curriculum in grades K through 12 in every appropriate class. (Policy 2510; Policy 2520)

Interviews, observations, and lesson plan reviews indicated writing instruction was occurring weekly and teachers provided constructive feedback to students through various resources such as, WV Writes, SmartBoards for editing, writing centers, graphic organizers, mobile labs, and writing journals.

The Team noted that one physical education teacher was using writing for discipline. Students were instructed to write "I will wear tennis shoes in gym" on the front and back of the page. This type of discipline could negatively impact students' interest in writing.

RECOMMENDATION

7.2. STUDENT AND SCHOOL PERFORMANCE.

7.2.3. Lesson plans and principal feedback. One teacher had written Snow Days in lesson plans, which indicated s/he did not prepare lesson plans in advance. The Team recommended all lesson plans be prepared in advance.

INDICATORS OF EFFICIENCY

Indicators of efficiency for student and school system performance and processes were reviewed in the following areas: Curriculum delivery, including but not limited to, the use of distance learning; facilities; administrative practices; personnel; utilization of regional education service agency, or other regional services that may be established by their assigned regional education service agency. This section contains indicators of efficiency that the Education Performance Audit Team assessed as requiring more efficient and effective application.

None Identified.

BUILDING CAPACITY TO CORRECT DEFICIENCIES

West Virginia Code §18-2E-5 establishes that the needed resources are available to assist the school or school system in achieving the standards and alleviating the deficiencies identified in the assessment and accountability process. To assist Omar Elementary School in achieving capacity, the following resources are recommended.

18.1. Capacity building is a process for targeting resources strategically to improve the teaching and learning process. School and county electronic strategic improvement plan development is intended, in part, to provide mechanisms to target resources strategically to the teaching and learning process to improve student, school, and school system performance.

Building Capacity - Transition School

Omar Elementary School met the target for participation rate and at least 50 percent of the subgroups met targets in mathematics and reading/language arts; however, the school failed to meet the index target due to low proficiency rates. The school will determine interventions and will be supported by the Logan County Central Office. The school will complete a targeted strategic plan and will be monitored occasionally for progress. The local school system may partner with the Regional Educational Service Agency (RESA) and others to provide monitoring, professional development, technical assistance, and interventions.

Due to low achievement in mathematics, the Team recommended mathematics become a prioritized focus for professional development offerings personalized to Omar Elementary School. While the West Virginia Next Generation Content Standards and Objectives for mathematics were being utilized, the Team recommended the school leadership team, with support of central office personnel, develop an ongoing, embedded professional development plan to provide support to all teachers in strengthening the delivery of the new standards.

The Team verified Omar Elementary School was in the process of developing a true professional learning community (PLC) process in which teachers work collaboratively to impact classroom instruction and student achievement. The Team recommended the county continue to support and strengthen the PLC process at Omar Elementary School to address the combination of low achievement and achievement gaps demonstrated in the performance data.

The Team determined Omar Elementary School had the capacity to correct the identified deficiency. The school had a positive climate and culture and had several effective initiatives in place. With support from the central office and RESA 2, the principal and teachers are capable of continuing to develop the data analysis skills needed to improve instruction. The Team believed Omar Elementary will experience proficiency growth in both mathematics and reading/language arts. Evidence will be in the 2014 WESTEST2 results.

IDENTIFICATION OF RESOURCE NEEDS

A thorough and efficient system of schools requires the provision of an adequate level of appropriately managed resources. The West Virginia Board of Education adopted resource evaluation as a part of the accreditation and evaluation process. This process is intended to meaningfully evaluate the needs for facilities, personnel, curriculum, equipment and materials in each of the county's schools and how those impact program and student performance.

19.1. Facilities, equipment, and materials. Facilities and equipment specified in Policy 6200, Chapters 1 through 14, are available in all schools, classrooms, and other required areas. A determination will be made by using the Process for Improving Education (W.Va. Code §18-2E-5) whether any identified deficiencies adversely impact and impair the delivery of a high quality educational program if it is below the West Virginia Board of Education standards due to inadequacies or inappropriate management in the areas of facilities, equipment, and materials. The Education Performance Audit Teams shall utilize an assessment instrument for the evaluation of school facilities which generally follows the requirements of Policy 6200. Note: Corrective measures to be taken in response to any identified resource deficiency will of necessity be subject to the feasibility of modifying existing facilities, consideration of alternative methods of instructional delivery, availability of funding, and prioritization of educational needs through Comprehensive Educational Facilities Plans and the West Virginia School Building Authority. This policy does not change the authority, judgment, or priorities of the School Building Authority of West Virginia who is statutorily responsible for prioritizing "Need" for the purpose of funding school improvements or school construction in the State of West Virginia or the prerogative of the Legislature in providing resources. (Policy 6200 and *Tomblin v. Gainer*)

According to the items checked in the School Facilities Evaluation Checklist, the school was below standard in the following areas. The principal checked and the Team confirmed the following school facility resource needs.

19.1.1. School Location. The facility location was not removed from hazards and undesirable noise and traffic. (Did not adversely impact the program delivery and student performance.)

19.1.5. Library/media and technology center. The library did not have on-line periodical indexes. (Did not adversely impact program delivery and student performance.)

19.1.7. K classrooms. One kindergarten classroom did not provide the adequate square feet required per student. (May adversely impact program delivery and student performance.)

19.1.10. Specialized instructional areas. The art facility did not provide two deep sinks, ceramic kiln or a black-out area. (Did not adversely impact the program delivery and student performance.)

The music facility did not provide adequate storage area, acoustic treatment, music chairs with folding arms, or a podium. (May adversely impact program delivery and student performance.)

19.1.15. Health service units. The health services unit was available, but it did not contain a bulletin board, refrigerator that locks, curtained area or small rooms with cots. (May adversely impact student health and safety.)

EARLY DETECTION AND INTERVENTION

One of the most important elements in the Education Performance Audit process is monitoring student progress through early detection and intervention programs.

None Identified.

EDUCATION PERFORMANCE AUDIT SUMMARY

Omar Elementary School's Education Performance Audit examined performance and progress standards related to student and school performance. The Team also conducted a resource evaluation to assess the resource needs of the school. The Team submits this initial report to guide Omar Elementary School in improvement efforts.

The Team identified one high quality standard necessary to improve performance and progress.

7.1.6. Instruction in writing.

The Team presented four commendations (7.1.3. Learning Environment; 7.1.4. Instruction; 7.2.4. Data Analysis; and 7.8.1. Leadership) and one recommendation (7.2.3. Lesson plans and principal feedback), and offered capacity building resources.

Section 17.10. of West Virginia Board of Education Policy 2320 states:

If during an on-site review, a school or county board is found to be in noncompliance with one or more standards, the school and county electronic strategic improvement plans must be revised and shall be submitted to the West Virginia Board of Education within 30 days of receipt of the draft written report. The plans shall include objectives, a time line, a plan for evaluation of the success of the improvements, a cost estimate and a date certain for achieving full accreditation and/or full approval status as applicable.

Based upon the results of the Education Performance Audit, the Office of Education Performance Audits recommends that the West Virginia Board of Education direct Omar Elementary School and Logan County to revise the school's Five-Year Strategic Plan within 30 days and correct the finding noted in the report by the next accreditation cycle.