



**INITIAL EDUCATION PERFORMANCE AUDIT REPORT**

**FOR**

**EAST LYNN ELEMENTARY SCHOOL**

**WAYNE COUNTY SCHOOL SYSTEM**

**MARCH 2011**

**WEST VIRGINIA BOARD OF EDUCATION**

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## INTRODUCTION

An announced Education Performance Audit of East Lynn Elementary School in Wayne County was conducted January 27, 2011. The review was conducted at the specific direction of the West Virginia Board of Education. The purpose of the review was to investigate the reasons for performance and progress that are declining and to make recommendations to the school and school system, as appropriate, and to the West Virginia Board of Education on such measures 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. The review was limited in scope and concentrated on the declining student achievement.

## EDUCATION PERFORMANCE AUDIT TEAM

Office of Education Performance Audits Team Chair – Allen D. Brock, Coordinator

West Virginia Department of Education Team Leader and Technology – Wesley Holland, Office of Instructional Technology

West Virginia Department of Education Team Leader – Donna Wilkes, Coordinator, Office of Career and Technical Instruction

## TEAM MEMBERS

<b>Name</b>	<b>Title</b>	<b>School/County</b>
James E. Frazier	Elementary School Principal	Henry J. Kaiser Elementary School Jackson County
Mindy D. Wilson	Elementary School Assistant Principal	Jefferson Elementary School Wood County

### SCHOOL PERFORMANCE

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

#### 89 WAYNE COUNTY

Gary Adkins, Superintendent

#### 216 EAST LYNN ELEMENTARY SCHOOL – Passed

Rhonda Holland, Principal

Grades K - 05

Enrollment 167 (2<sup>nd</sup> month 2008-2009 enrollment report)

#### WESTEST 2008-2009

Group	Number Enrolled for FAY	Number Enrolled on Test Week	Number Tested	Participation Rate	Percent Proficient	Met Part. Rate Standard	Met Assessment Standard	Met Subgroup Standard
<b>Mathematics</b>								
All	70	74	74	100.00	47.14	Yes	Confidence Interval	✓
White	70	74	74	100.00	47.14	Yes	Confidence Interval	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
Spec. Ed.	14	17	17	100.00	21.42	NA	NA	NA
Low SES	66	70	70	100.00	48.48	Yes	Confidence Interval	✓
LEP	*	*	*	*	*	*	*	*
<b>Reading/Language Arts</b>								
All	70	74	74	100.00	44.28	Yes	Confidence Interval	✓
White	70	74	74	100.00	44.28	Yes	Confidence Interval	✓
Black	*	*	*	*	*	*	*	*
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
0	*	*	*	*	*	*	*	*
Spec. Ed.	14	17	17	100.00	7.14	NA	NA	NA
Low SES	66	70	70	100.00	45.45	Yes	Confidence Interval	✓
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

\* -- 0 students in subgroup

\*\* -- Less than 10 students in subgroup

**Passed**

**Attendance Rate = 98.4%**

**89 WAYNE COUNTY**  
Gary Adkins, Superintendent  
**216 EAST LYNN ELEMENTARY SCHOOL – Passed**  
Veronica Bozeman, Principal  
Grades K - 05  
Enrollment 189 (2<sup>nd</sup> month 2009-2010 enrollment report)

**WESTEST 2009-2010**

Group	Number Enrolled for FAY	Number Enrolled on Test Week	Number Tested	Participation Rate	Percent Proficient	Met Part. Rate Standard	Met Assessment Standard	Met Subgroup Standard
<b>Mathematics</b>								
All	77	85	85	100.00	23.37	Yes	Confidence Interval	✓
White	77	84	84	100.00	23.37	Yes	Confidence Interval	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	13	14	14	100.00	15.38	NA	NA	NA
Low SES	72	80	80	100.00	23.61	Yes	Confidence Interval	✓
LEP	*	*	*	*	*	*	*	*
<b>Reading/Language Arts</b>								
All	77	85	85	100.00	25.97	Yes	Confidence Interval	✓
White	77	84	84	100.00	25.97	Yes	Confidence Interval	✓
Black	**	**	**	**	**	**	**	**
Hispanic	*	*	*	*	*	*	*	*
Asian	*	*	*	*	*	*	*	*
Indian	*	*	*	*	*	*	*	*
Multi-Racial	*	*	*	*	*	*	*	*
Pacific Islander	*	*	*	*	*	*	*	*
Spec. Ed.	13	14	14	100.00	7.69	NA	NA	NA
Low SES	72	80	80	100.00	25.00	Yes	Confidence Interval	✓
LEP	*	*	*	*	*	*	*	*

FAY -- Full Academic Year

\* -- 0 students in subgroup

\*\* -- Less than 10 students in subgroup

**Passed**  
**Attendance Rate = 98.7%**

EAST LYNN ELEMENTARY SCHOOL

**Adequate Yearly Progress (AYP) Information by Class**

Mathematics											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
03	26	24	26	24	100.00	29.17	50.00	16.67	4.17	0.00	20.83
04	33	32	33	32	100.00	28.13	46.88	25.00	0.00	0.00	25.00
05	26	21	26	21	100.00	28.57	47.62	19.05	4.76	0.00	23.81

Reading											
Class	Tested Enr.	FAY Enr.	Tested	FAY Tested	Part. Rate	Novice	Below Mastery	Mastery	Above Mastery	Distinguished	Proficient
03	26	24	26	24	100.00	41.67	20.83	33.33	4.17	0.00	37.50
04	33	32	33	32	100.00	53.13	21.88	21.88	3.13	0.00	25.00
05	26	21	26	21	100.00	38.10	47.62	9.52	4.76	0.00	14.29

Enr. - Enrollment  
FAY - Full Academic Year  
Part. - Participation

The following charts show the actual number of students proficient and not proficient in mathematics and reading/language arts out of the number enrolled for the full academic year (FAY).

<b>Mathematics</b>			
	<b>Number Enrolled for FAY</b>	<b>Number Proficient</b>	<b>Number Not Proficient</b>
<b>All</b>	<b>77</b>	<b>18</b>	<b>59</b>
<b>White</b>	<b>77</b>	<b>18</b>	<b>59</b>
<b>Special Education</b>	<b>13</b>	<b>2</b>	<b>11</b>
<b>SES</b>	<b>72</b>	<b>17</b>	<b>55</b>

<b>Reading/Language Arts</b>			
	<b>Number Enrolled for FAY</b>	<b>Number Proficient</b>	<b>Number Not Proficient</b>
<b>All</b>	<b>77</b>	<b>20</b>	<b>57</b>
<b>White</b>	<b>77</b>	<b>20</b>	<b>57</b>
<b>Special Education</b>	<b>13</b>	<b>1</b>	<b>12</b>
<b>SES</b>	<b>72</b>	<b>18</b>	<b>54</b>

## ANNUAL PERFORMANCE MEASURES FOR ACCOUNTABILITY

### Achieved Standard.

#### 5.1.1. Achievement.

East Lynn Elementary School achieved adequate yearly progress (AYP) in the all students (AS) subgroup, the racial/ethnicity white (W) subgroup, and the economically disadvantaged (SES) subgroup in mathematics and reading/language arts only by application of the confidence interval. The county curriculum staff and school staff are urged to address these subgroups in the county and school Five-Year Strategic Plans and apply interventions to improve achievement of all students.

**Adequate Yearly Progress (AYP) Information by Class indicated scores below mastery and novice in both mathematics and reading: Grade 3 – 79.17 percent in mathematics and 62.50 percent in reading; Grade 4 – 75.00 percent in mathematics and 75.00 percent in reading; Grade 5 – 76.19 percent in mathematics and 85.71 percent in reading. These scores have implication for the Five-Year Strategic Plan and school improvement.**

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

1. Mathematics Technology and Testing.
2. West Virginia Board of Education Policy 4350.
3. Smart Board.
4. TechSteps.
5. Classroom Management.
6. Acuity and Writing Roadmap.
7. Response to Intervention.
8. Live Grades.
9. Differentiated Instruction.
10. Professional Learning Communities.
11. Teacher Observation Policies and Directives.
12. Power Writing.



## EDUCATION PERFORMANCE AUDIT

### INITIATIVES FOR ACHIEVING ADEQUATE YEARLY PROGRESS

The Education Performance Audit Team reported that East Lynn Elementary School had undertaken initiatives for achieving Adequate Yearly Progress (AYP). The prominent initiatives and activities included the following.

- 7.1.13. **Instructional day.** Although the school was on a two hour delay due to weather conditions, the instructional day progressed smoothly and teachers gave priority to teaching and learning. Teachers provided a variety of instructional practices and students were on task and actively engaged in learning activities.
- 7.2.3. **Lesson plans and principal feedback.** The principal was very organized in reviewing lesson plans and providing feedback to teachers on lesson planning.
- 7.5.1. **Parents and the community are provided information.** The on-site parent volunteer discussed the parent volunteer program and stated that the principal and teachers provided information and encouraged parent involvement with the school.

## HIGH QUALITY STANDARDS

**Necessary to Improve Performance and Progress.**

### 7.1. Curriculum

- 7.1.3. **Learning environment. School staff provides a safe and nurturing environment that is conducive to learning. (Policy 2510)**
  - 1. While the majority of the main building was decorated well, painted, clean, and educationally stimulating, the gymnasium was dimly illuminated and gloomy. It did not support a positive environment for teaching or learning. It has potential, with maintenance, to be as inviting as the main school facility.
  - 2. Exit doors of the school were not locked, which compromised the security of the building. The doors located in the portable unit were also not locked.
  - 3. One custodian closet with cleaning chemicals was unsecured.
  - 4. The music room, located in a portable building behind the school, was not sufficient for the learning process. There were not enough chairs for the students in the classes and space was limited for student movement.
  - 5. The art room and classroom for the Headstart program were located behind the main facility in a portable facility. These classrooms failed to promote an environment conducive to teaching and learning.

**7.1.4. Instruction. Instruction is consistent with the programmatic definitions in West Virginia Board of Education Policy 2510, *Assuring the Quality of Education: Regulations for Education Programs* (hereinafter Policy 2510). (Policy 2510)**

Science was not being instructed with 50 percent minimum hands-on investigation and experimentation in all classes. West Virginia Board of Education Policy 2520.3 – *21<sup>st</sup> Century Science K-8 Content Standard and Objectives for West Virginia Schools*, states, “Students will engage in active inquiries, investigations, and hands on activities for a minimum of 50 percent of the instructional time to develop conceptual understanding and research/laboratory skills.”

One teacher was not teaching science or social studies, “Unless time allows”, according to the teacher. This was insufficient to ensure student mastery of the content standards and objectives for these subjects.

**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)**

While student writing occurred at least one time per week, students were not given feedback on their writing. Therefore, the instruction in writing was not effective as the students were not made aware of self correcting their writing assignments.

**7.1.7. Library/educational technology access and technology application. The application of technology is included throughout all programs of study and students have regular access to library/educational technology centers or classroom libraries. (Policy 2470; Policy 2510)**

A room was dedicated for a school library, but library books and other related materials were not available. The school did not have a functioning library.

While the Team reported the following technology issues, one teacher was using technology very well.

1. The school wireless infrastructure did not meet the required specification of State Board Policy 6200 Section 302.08.
  - a. The wireless network was not secured with any type of encryption, allowing anyone access to the school network.
    - i. Policy 6200 Section 302.081: All wireless implementations shall be secured with encryption.
  - b. The wireless access points were consumer grade, not commercial grade as required in policy.
    - i. Policy 6200 Section 302.082: All wireless access points shall be commercial quality with encryption enabled.
2. The following situations demonstrated lack of student technology usage.
  - a. The Team observed teachers utilizing technology throughout the building; however, no students were observed using technology.

- b. Students and teachers did not have proper passwords to access techSteps until last week and were not able to use this resource. Online Writing and techSteps were not being utilized as instructional resources. Reports indicated zero assignments completed. The principal cited Internet access issues. However, the school's bandwidth tested at excess of 35Mbps, more than sufficient for Internet access.
  - c. New laptops at the school were locked in a cabinet in the Computer Laboratory. The last evidence of use was dated October 27, 2010.
  - d. The laboratory schedule posted in the Computer Laboratory indicated no scheduled use of the laboratory during first period. The laboratory schedule posted did not match the schedule submitted by the principal.
3. Lack of technical support. There was evidence of slow technical support response by the county to resolve technology issues.
- a. A new notebook mobile cart was delivered to the school on October 26, 2010 but was still encased in the original shipping material and not assembled for use.
  - b. Interviews with staff indicated response time for technology repairs normally exceeded 30 days from the date of request.
  - c. The Team observed a teacher unable to sustain projecting the lesson on the SmartBoard due to a virus issue that caused the computer to shut down. The teacher indicated a request had been submitted for several days, but no response had been received.
  - d. The Systems Operation Manual in the Computer Laboratory was dated 2002.

## **7.2. Student and School Performance**

- 7.2.1. County and School electronic strategic improvement plans. An electronic county strategic improvement plan and an electronic school strategic improvement plan are established, implemented, and reviewed annually. Each respective plan shall be a five-year plan that includes the mission and goals of the school or school system to improve student or school system performance or progress. The plan shall be revised annually in each area in which the school or system is below the standard on the annual performance measures.**

Some analysis of student achievement data in the school's Five-Year Strategic Plan was incorrect based on the WESTEST2 results. Seven teachers listed on the planning committee stated that they were not involved in the revisions to the plan. None of the teachers knew the goals and action steps of the plan.

**7.2.2. Counseling services. Counselors shall spend at least 75 percent of the work day in a direct counseling relationship with students, and shall devote no more than 25 percent of the work day to counseling-related administrative activities as stated in W.Va. Code §18-5-18b. (W.Va. Code §18-5-18b; Policy 2315)**

No counselor was assigned to the school. The principal indicated that a county plan provided that a high school counselor would be used in emergency situations. This arrangement did not meet the school and student needs when a severe emergency event occurred that affected several students and staff. Pretera was contracted for behavioral services; however, this was not meeting the daily counseling needs that a school counselor would provide.

The school's Five-Year Strategic Plan needs assessment indicated a need for guidance counseling services. The Team concurred that a guidance counselor is severely needed to provide counseling services at Wayne Elementary School.

**7.7. Safe, Drug Free, Violence Free, and Disciplined Schools**

**7.7.2. Policy implementation. The county and schools implement: a policy governing disciplinary procedures; a policy for grading consistent with student confidentiality; policies governing student due process rights and nondiscrimination; the Student Code of Conduct policy; the Racial, Sexual, Religious/Ethnic Harassment, and Violence policy; an approved policy on tobacco use; an approved policy on substance abuse; and an approved policy on AIDS Education. (W.Va. Code §18A-5-1 and §18-8-8; Policy 2421; Policy 2422.4; Policy 2422.5; Policy 4373; Policy 2515)**

A schoolwide discipline plan was not in place. The teachers dealt with discipline on an individual teacher basis and were unaware of how their classroom discipline would relate to that of other classrooms. Discipline appeared to be good at the school.

**7.8. Leadership**

**7.8.1. Leadership. Leadership at the school district, school, and classroom levels is demonstrated by vision, school culture and instruction, management and environment, community, and professionalism. (Policy 5500.03)**

The principal was new to the position and programmatic levels this year (2010-2011). The principal served as secondary assistant principal position for several years. She was working hard to gain a good vision of her role at the school. The county office needed to provide support for the principal to guide her in the position. The principal was not aware of some of the instructional programs being used in the core classes. The Team believed that, with assistance and mentoring, the principal has the skills, qualifications, and motivation to lead the school. Wayne County Central Office staff needed to be proactive in assisting the school and the principal.

## **RECOMMENDATION**

**7.1.12. Multicultural activities.** There was no written Multicultural Plan. Students needed to have more opportunities to see cultures and how they are alike and different. The Team noted that the whole school held a Christmas Around the World event that was highly received by students and parents. This was a good program to build positive involvement with the staff and community.

## 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.

The indicators of efficiency listed are intended to guide East Lynn Elementary School in providing a thorough and efficient system of education. Wayne County is obligated to follow the Indicators of Efficiency noted by the Team. Indicators of Efficiency shall not be used to affect the approval status of Wayne County or the accreditation status of the schools.

**8.1.1. Curriculum. The school district and school conduct an annual curriculum audit regarding student curricular requests and overall school curriculum needs, including distance learning in combination with accessible and available resources.**

While the Team reported several areas of concern at East Lynn Elementary School, the primary issue was the lack of guidance and support from the Wayne County Central Office. The building level principal was new to the position after serving as assistant principal in one of the county's high schools. The Team believed that the principal has the drive, attitude, and knowledge to be the school's leader and to correct the deficiencies found. However, the principal must receive support from the Wayne County Central Office, RESA 2, the West Virginia Center for Professional Development, and the West Virginia Department of Education.

### **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 East Lynn 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.**

With high quality assistance, the Team believed the principal will develop the capacity to correct the deficiencies found at the school and to lead the school in improved achievement. County level staff development must be directed toward high quality and meaningful topics that will meet the particular needs of East Lynn Elementary School. Teachers were willing and adaptable to providing education that will meet the needs of their students. However, the staff development must be relevant to the teachers.

The Team recommended that the Wayne County School System Superintendent and the school administrator contact Mr. Charles Heinlein, Executive Director, Office of School Improvement, at 304-558-3199 to arrange a School Support System for correcting the deficiencies and improving student and school performance.

## 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 playgrounds/recreational areas were not well equipped and appropriate for the age level.

**19.1.5. Library/media and technology center.** Library materials were not available. A space was dedicated for a library and the parent volunteer indicated a goal to establish a functioning library. Electronic card catalogs, automated circulation capacity, and on-line periodical indexes were not provided.

**19.1.10. Specialized instructional areas.** The art facility did not have a ceramic kiln or black-out areas. The music facility did not have music chairs with folding arms, a podium, or acoustical treatment. The physical education facility did not have provisions for two or more teaching stations, a data projector or 50



inch screen monitor, or audio equipment. The gymnasium was not adequate to serve the needs of a physical education program.

**19.1.14. Food service.** A chalkboard and bulletin board, locker/dressing room, and chairs were not available.

**19.1.15. Health service units.** A health service unit of adequate size was not available. The following equipment and furnishings were not available: Bulletin board, toilet, lavatory, scales, refrigerator with locked storage, and locked medication box.

### **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.**

East Lynn Elementary School is in need of continuous and sustained assistance from local and State education agencies. If this assistance is not received, student achievement will continue to decline.

The School Support System presented under the Capacity Building Section will be an invaluable resource in guiding school improvement.

## Education Performance Audit Summary

The Team identified eight high quality standards necessary to improve performance and progress.

They include the following:

- 7.1.3. Learning environment.
- 7.1.4. Instruction.
- 7.1.6. Instruction in writing.
- 7.1.7. Library/educational technology access and technology application.
- 7.2.1. County and School electronic strategic improvement plans.
- 7.2.2. Counseling services.
- 7.7.2. Policy implementation.
- 7.8.1. Leadership.

The Team presented three commendations (7.1.13. Instructional day, 7.2.3. Lesson plans and principal feedback, and 7.5.1. Parents and the community are provided information), one recommendation (7.1.12. Multicultural activities), noted an indicator of efficiency, offered capacity building resources, and noted an early detection and intervention concern.

East Lynn Elementary School's Education Performance Audit was limited in scope to the 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 East Lynn Elementary School in improvement efforts.

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 East Lynn Elementary School and Wayne County to revise the school's Five-Year Strategic Plan within 30 days and correct the findings noted in the report by the next accreditation cycle.