



A Tradition of Excellence - A Vision for Tomorrow

Lee County Schools

ADDRESS: 2410 Society Hill Road, Opelika, AL 36804

PHONE: 334.705.6000

FAX: 334.749.0053

Accreditation Engagement Review

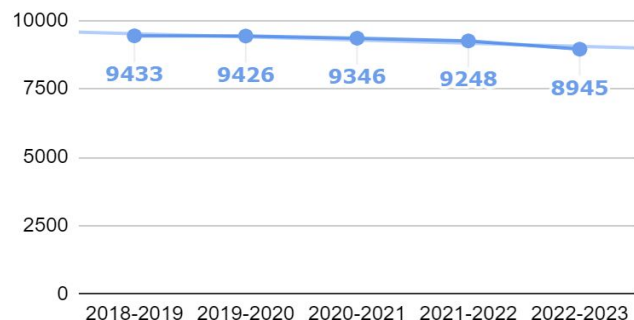
January 30, 2024

[LCS Google Site](#)

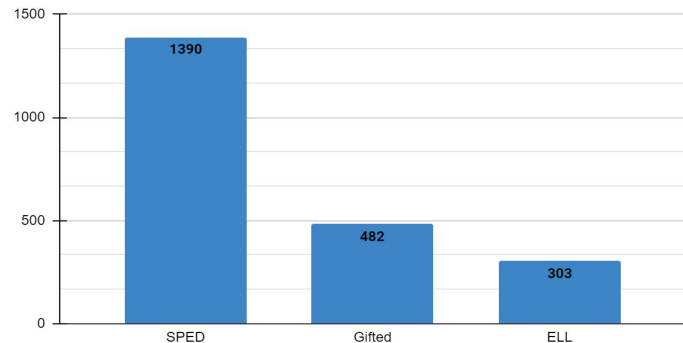


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Student Enrollment



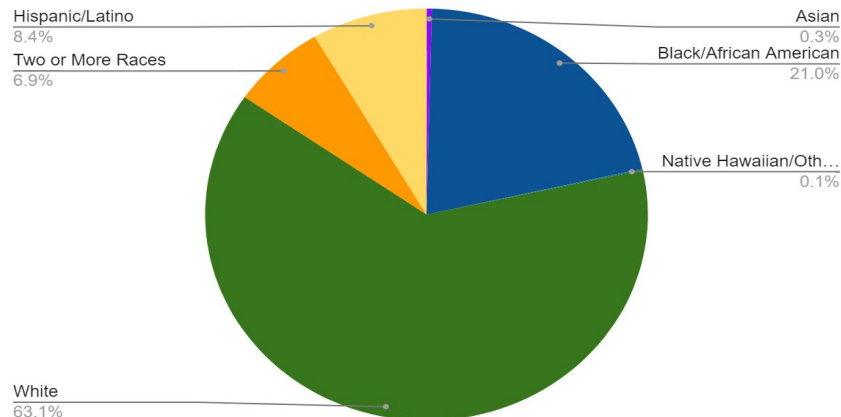
Special Education



ABOUT THE LEE COUNTY SCHOOL DISTRICT

- We serve the Smiths Station, Beulah, Beauregard, and Loachapoka communities.
- The district consists of 14 schools including 7 elementary schools, 2 middle/junior high schools, 1 freshman center, and 4 high schools.
- Approximately 55% of students qualify for free or reduced lunch.
- Nine schools are considered Title I schools.

LCS Student Population



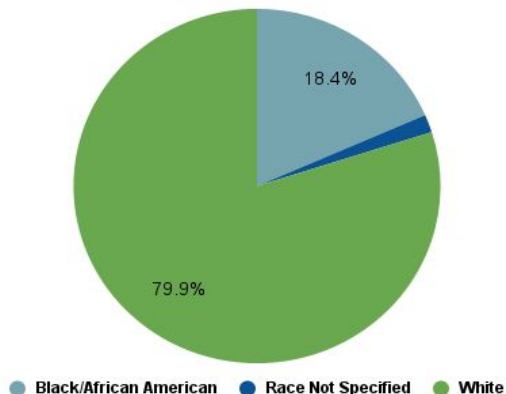


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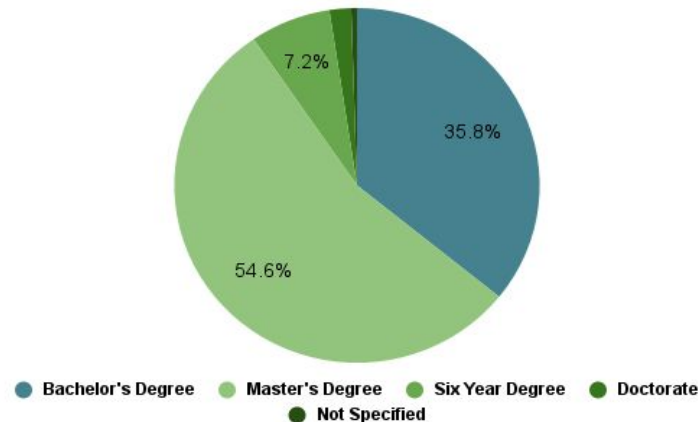
Personnel

- Total Employees: **1225**
 - Certified: **770**
 - Classified: **455**
- LCS average salary for teachers- **\$57,600**
- Advanced Degrees : **66%**
- Average teaching experience is **13.6** teachers

Educator Demographic Profile 2023-2024



Educator Credential Profile 2023-2024



- National Board Certified Teachers: **7**
- Nurses: **16**
- Mental Health: **4**
- School Resource Officers: **14**



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Academics

Overall Report Card Scores	2016-2017	2017-2018	2018-2019	2021-2022	2022-2023
South Smiths Station Elementary School	90	89	83	89	90
East Smiths Station Elementary School	83	82	84	87	87
West Smiths Station Elementary School	78	82	86	84	87
Beauregard Elementary School	89	89	86	75	87
Wacoochee Elementary School	78	80	82	81	86
Beulah Elementary School	84	79	74	85	84
Loachapoka Elementary School	66	63	68	77	80
Beauregard High School	67	77	76	73	80
Smiths Station Junior High School	76	87	82	81	84
Sanford Middle School	77	78	80	78	76
Loachapoka High School	69	72	81	74	76
Beulah High School	73	81	79	74	72
Smiths Station Freshmen Center	No Data	80	80	72	72
Smiths Station High School	76	80	79	72	71
District	78	79	82	81	84



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Academics

Graduation Rate						
Class/Cohort				2021	2022	2023
Report Card	2017	2018	2019	2022	2023	2024
Beauregard High School	77.2	91	88.7	89.86	91.73	92.37
Beulah High School	86.6	88	77.78	83.33	75.68	93.42
Loachapoka High School	82.2	90	94.87	93.94	79.49	90.7
Smiths Station High School	87.8	88	92.37	86.32	87.7	85.23

College and Career Readiness						
Class/Cohort				2021	2022	2023
Report Card	2017	2018	2019	2022	2023	2024
Beauregard High School	56	66.85	64.97	68.92	80.45	90.68
Beulah High School	70	83.33	73.61	59.52	75.68	89.47
Loachapoka High School	53	67.74	82.05	75.76	79.49	86.05
Smiths Station High School	71	69.11	67.22	67.71	71	80.45



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Career Technical Education

Beulah High School

Jeff Butz - Business

Kara Downs - Education and Training

Clint Cobb - Agriscience

April Harrell - Work Based Learning

Brittni Clements - Health Science



Loachapoka High School

Mitchell Chenier - Agriscience

Destiny Frazier - TV Production

LaBrawnski Salter - Instructional Technology

Beauregard High School

Whitney Dyess - Agriscience

Erik Goldmann - Health Science

Lillian Spivey - Business

Jerad Dyess - Agriscience Tech.





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Career Technical Education

Smiths Station High School

Justin Ames - TV Production

William Bolden - JROTC

Lauren Stillwell - Finance

Robin Dixon - Agriscience Tech

Education

Seth Duff - Agriscience

Harold Gauer - Automotive

Tamara Powe - Marketing/ CO-OP

Rachel Riggs - Health Science

Michael Clay - Fire Management

Cindy Ligon - Education and Training

Carolyn Sheley - Business

James Sturla - JROTC

Mitchell Buckner - Welding

Smiths Station Freshman Center

Merrell Warren - Agriscience

Smiths Station Junior High

Angela Copeland - Career Discoveries

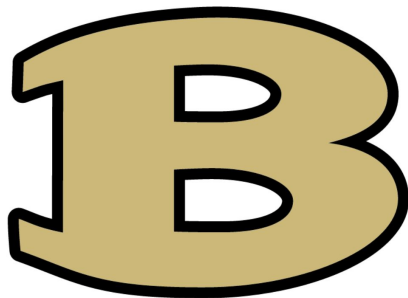
Lorie Harrison - Business





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Athletics and Arts



Beulah High School

Football
 Volleyball
 Cross Country
 Boys/Girls Basketball
 Wrestling
 Baseball
 Softball
 Track & Field
 Cheer
 Golf
 Swimming

Chorus
 Marching Band
 Concert Band
 Visual Arts



Loachapoka High School

Football
 Boys/Girls Basketball
 Baseball
 Softball
 Track & Field
 Cheer
 Soccer

Chorus
 Marching Band
 Concert Band
 Visual Arts



Beaufort High School

Football
 Volleyball
 Cross Country
 Boys/Girls Basketball
 Wrestling
 Baseball
 Softball
 Track & Field
 Cheer
 Golf
 Bowling
 Soccer

Chorus
 Marching Band
 Concert Band
 Visual Arts



Smiths Station High School

Football
 Flag Football
 Volleyball
 Cross Country
 Boys/Girls Basketball
 Wrestling
 Baseball
 Softball
 Track & Field
 Cheer
 Golf
 Soccer
 E-Sports

Chorus
 Marching Band
 Concert Band
 Visual Arts



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Operations

Transportation

Miles Traveled Annually

1.3 millions miles per year
900,000 traditional route miles
400,000 extra curricular miles

Daily Bus Routes

135 traditional routes
34 midday routes
36 after school routes

Fleet Size

188 total buses
135 daily route buses
113 Regular Education Buses
22 Special Education Buses

Child Nutrition Program

Child Nutrition Program Employees: 67
Breakfast Served: 451,600 yearly
Lunch Served: 772,730 served yearly

Health Services

All schools have a certified nurse on staff.

SRO





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Fiscal Data 2023-2024

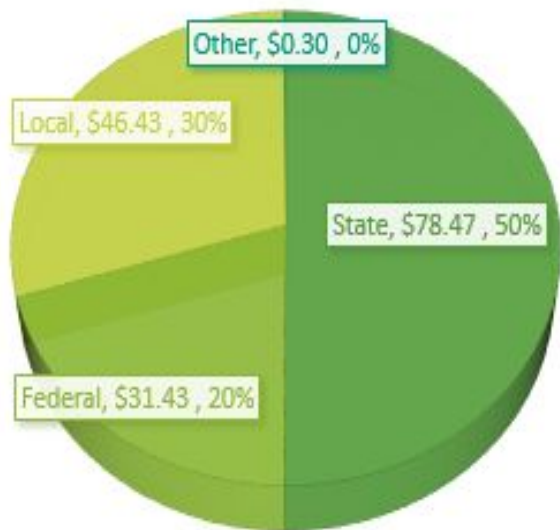
Category	General	Special Revenue	Capital Projects	Debt Service	Fiduciary	Total
Beginning Balance	\$26,509,558	\$6,945,859	\$4,950,000	\$0	\$606,790	\$39,012,207
Revenues	\$111,329,741	\$35,743,193	\$9,972,858	\$5,585,963	\$993,317	\$163,625,072
Expenditures	\$106,866,687	\$36,764,085	\$14,922,858	\$5,581,463	\$1,056,935	\$165,192,028
End Balance	\$30,972,612	\$5,924,967	\$0	\$4,500	\$543,172	\$37,445,251
Surplus (Deficit)	\$4,463,054	\$1,020,892	\$4,950,000	\$4,500	\$63,618	\$1,566,956



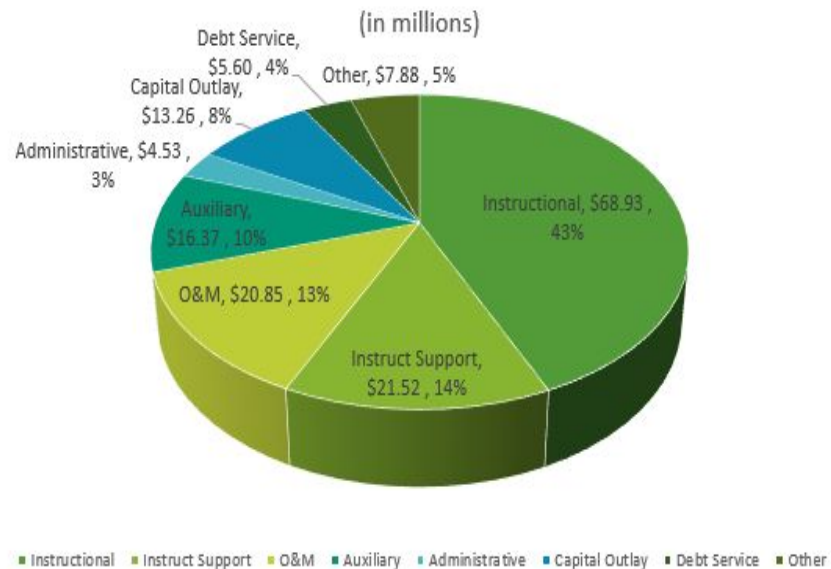
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2023-2024 Revenues

(IN MILLIONS)



2023-2024 Expenditures





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Culture of Learning

Standards 1-6 Evidence

Lee County Schools Annual Reports (Standards 1, 2) (portfolio #21, 26)

Lee County Schools Google Drives (Standards 5, 6) (portfolio #5)

Lee County Teacher Observation Program (Standard 5,6) (portfolio #15)

Lee County Schools Executive Leadership notes (Standards 1-6) (portfolio #25)

Stakeholder Survey Analysis (Standards 1, 3, 4) (portfolio #13)

School Self-Assessment Analysis (Standards 1-6)

Lee County Schools Strategic Plan and Tracking Evidence (Standard 2) (portfolio #4)



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Culture of Learning

Notable Achievements

- Learner's well-being is at the heart of the school system's guiding principles **(Standard 2)** as evidenced by Lee County School's Strategic Plan, Stakeholder Feedback Analysis, School Self-Assessments, and System Self-Assessments.
 - A positive school culture will continue to be built through continuous improvement planning, monitoring, and adjusting.
- Positive relationships have been created among peers and adults **(Standard 4)** as evidenced by the Stakeholder Feedback Analysis, ATOT Observation Data, Lee County Schools Strategic Plan, School Self-Assessment, and System Self-Assessment.



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Culture of Learning

Areas in Need of Improvement

- Lee County Schools is committed to improving stakeholder engagement to support the district's priorities and guiding principles that promote learner's academic growth and well-being (**Standard 3**) as evidenced by the Stakeholder Feedback Analysis and Executive Leadership notes.
 - Feedback data indicates a mean score of 2.56 relating to how well leaders engage stakeholders to support priorities.
 - There is a perception that central office personnel is disconnected yielding occasional inconsistent messages.



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Culture of Learning

Theory of Action

- If we ensure administrators and key leaders have a clear and common understanding of stakeholder perceptions, then we will be better positioned to create a plan of improvement for stakeholder involvement.



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Leadership for Learning

Standards 7-15 Evidence

Lee County Schools Annual Reports (Standard 7) (portfolio #3)

Alabama Teacher Observation Program (Standards 9, 10, 13) (portfolio #15)

Annual Continuous Improvement Plans (aCIP) (Standards 7, 12, 14, 15) (portfolio #24)

Lee County Schools Board Policy Manual (Standards 7 - 15) (portfolio #6)

Lee County Schools Handbook (Standards 8, 11) (portfolio #7)

Budget Hearing Priorities (Standard 15) (portfolio #8)

Executive Leadership Notes/Google Drives (Standards 7 - 15) (portfolio #25)

Student Incident Report Data (Standards 9, 11) (portfolio #26)

Attendance Data (Standard 13) (portfolio #21)

Stakeholder Feedback (Standard 8) (portfolio #13)

Lee County Schools Strategic Plan and Tracking Data (Standards 7, 8, 9, 14) (portfolio #2.4)

nSIDE School Safety Platform (Standard 11)



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Leadership for Learning

Notable Achievements

- Learners' needs drive the equitable allocation and management of human, material, digital, and fiscal resources (Standard 15) as evidenced through School Self-Assessments, System Self-Assessments, Executive Leadership agendas and notes, and the Lee County Schools Strategic Plan.
 - All staff use current data to make decisions on the allocation of resources.
- School safety is a top priority for Lee County Schools which is evidenced through partnerships between school stakeholders and school safety personnel.
 - Lee County Schools utilize nSide to create better learning environments for students and teachers.
 - Platform that begins with prevention and planning to implement protection, mitigation, response, and recovery.



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Leadership for Learning

Areas in Need of Improvement

- **(Standard 8)** describes a commitment to learners by collaborating with leaders to uphold the institution's priorities and to drive continuous improvement. Evidence from System Self-Assessments, Executive Leadership dialogue and notes, Board of Education minutes, Principal meeting agendas, and Stakeholder Feedback (mean score of 2.62) indicates needs of improvement for the following:
 - Organizational communication
 - Board member roles
 - Central office personnel working more collaboratively
 - School Leadership
 - Operate within a centralized focus on the system expectations as outlined in the strategic plan, handbooks, and and procedures.
- **(Standard 13)** is an area in need of improvement as evidenced by employee attendance data.



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Leadership for Learning

Theory of Action

- If we ensure administrators and key leaders have a clear and common understanding of survey results and what they mean, then we can prioritize learning opportunities that will allow for creating of a plan for improvement.



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Engagement of Learning

Standards 16-23 Evidence

Hattie and Marzano Work and Implementation (Standard 16) (portfolio #12)

Professional Development Offerings (Standards 16, 17, 18) (portfolio #10,17)

Lee County Schools Google Drives (Standards 16 - 23) (portfolio #2,5,15)

Alabama Teacher Observation Program (Standard 22) (portfolio #15)

Lee County Schools Executive Leadership Notes (Standards 17, 19, 21) (portfolio #25)

Stakeholder Survey Analysis (Standards 16 - 23) (portfolio #13)

School Self-Assessment Analysis (Standards 16 - 23)

Lee County Schools Strategic Plan and Tracking Evidence (Standard 22) (portfolio #2,4)



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Engagement of Learning

Notable Achievements

- Instruction is characterized by high expectations and learner-centered practices (Standard 21) and instruction is monitored and adjusted to advance and deepen individual learners' knowledge and understanding of the curriculum (Standard 22).
 - Standards 21 and 22 describe the vision set forth by Lee County Schools which states *"We envision a school system that promotes a passion for student learning, supports teachers, parents, and the community, and produces engaged and lifelong learners."*
- Stakeholder Feedback suggest confidence, optimism, and inspiration about their educational experiences.
 - Students in grades 6-8 (engagement survey) selected "doing my best" and expressed excitement about what they are learning.
 - A high number of elementary students want to "listen and complete."
- School Self-Assessment ratings were **2.78**.



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Engagement of Learning

Areas in Need of Improvement

- **(Standard 19)** describes the importance of promoting and respecting student voice and responsibility for their learning. Evidence through Self-Assessments suggests the need to examine the extent to which learners give input into the instructional and learning activities they pursue and the methods in which they learn.
 - Low average score on School Self-Assessment- 2.62.
 - Student perceptions warrants further study on respect for learner opportunities to give input into instructional and learning activities.



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Engagement of Learning

Theory of Action

- If we ensure consistency in protocols and training to create a sampling of classroom observation data, then we can increase the probability of having sound information to make grounded decisions for improving teaching and learning.



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Growth in Learning

Standards 24-30 Evidence

Standardized Testing Analysis (Standards 24, 26, 30) (portfolio #1,2,3)

Budget Analysis (Standards 24, 28) (portfolio #8)

Instructional Coaches (Standard 27) (portfolio #4,16)

Principal Meeting Agendas (Standards 24, 25, 29) (portfolio #18)

LCS Google Drive-Instruction (Standards 26, 30) (portfolio #1,2)

School Self-Assessments (Standards 24 - 30)

System Self-Assessments (Standards 24 - 30)

Stakeholder Survey Analysis (Standards 26, 27) (portfolio #13)

Observation Analysis (Standard 25) (portfolio #15)

Student Performance Analysis (Standards 24, 30) (portfolio #1,2)

Executive Leadership Notes (Standards 24 - 30) (portfolio #25)



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Growth in Learning

Notable Achievements

- Learners' diverse academic and non-academic needs are identified and effectively addressed through appropriate interventions **(Standard 27)** and understanding learners' needs and interests drives the design, delivery, application, and evaluation of professional learning **(Standard 29)**.
 - Favorable feedback through **Self-Assessments**
 - Workspace evidence suggests Lee County Schools has a strong plan in place to address learning achievement and learning growth.



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Growth in Learning

Areas in Need of Improvement

- Leaders promote action research by professional staff members to improve their practice and advance learning **(Standard 25)** received one of the lowest Self-Assessment scores. Lee County Schools show a need for improvement in the following areas:
 - Create and preserve a culture that invites inquiry, reflection, and dialogue regarding instructional problems and issues.
 - Engage in action research using an inquiry-based process that includes identifying instructional areas of improvement, collecting data, and reporting results to make informed instructional changes.



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Growth in Learning

Theory of Action

- If we continue to implement, monitor, and adjust the professional development devoted to increasing student achievement and academic growth as measured by the ACAP and ACT, then we will increase our capacity to regain an upward trend in academic performance while also closing achievement gaps among identified populations.



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Workspace Evidence

LCS Trend Data–Academic

5 Year Trend Data of Student Performance

2022 System Report Card

Lee County Schools Strategic Plan

Google Drive With Academic Pacing Material

Policy Manual

Handbook

FY24 Budget Overview

Evaluation Form–LCS

ELA Professional Development Folder

ACT



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Workspace Evidence

Marzano High Reliability

Stakeholder Survey Trend Data

LCS Formative Observation Tool

School Improvement Visit/Observation Data

Quality Control Guidance Provided to All LCS Administrators

New Teacher Orientation Agenda

Leadership Agenda Example

Example of ALSDE Compliance

Cognia Course Certification

September 2023 Employee Absence Report

History PD



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Workspace Evidence

LCS Gap Data

System aCIP

Executive Leadership Documentation

SIR Report-Discipline Data

RtI Folder

Evidence Google Drive



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Lee County Schools Strategic Plan 2021-2026

