



Spring Hill Middle School
22801 Air Base Road
Laurinburg, N. C. 28352
(910) 384-0751

Lamont L. Graves, Principal

“Every Day, Every Moment, Every Spartan Matters”

October 31, 2025

Dear Parent/Guardian:

I am writing this letter to notify you that *Spring Hill Middle School* has been dually designated as both a North Carolina Low-Performing school and a federally identified Additional Targeted Support & Improvement (ATSI) school by the North Carolina State Board of Education.

As defined in G.S. 115C-105.37: “The State Board of Education shall identify low-performing schools on an annual basis. Low-performing schools are those that earn an overall school performance grade of D or F and a school growth score of "met expected growth" or "not met expected growth" as defined by G.S. 115C-83.15.” Legislation (G.S. §115C-83.15) passed during the 2013 long North Carolina General Assembly session provides parents with an additional measure of school performance in the form of School Performance Grades. Beginning with the 2013–14 school year, the annual North Carolina School Report Cards display a letter grade of A, B, C, D, or F for each school in the state.

School Performance Grades are based 80 percent on our school’s achievement score (student proficiency) and 20 percent on students’ academic growth. At *Spring Hill Middle School*, our achievement score for the **2025-2026** school year is based on how well our students performed on *Grades 6-8 Mathematics, Grades 6–8 English Language Arts/Reading, Grades 8 Science, and NC Math 1*. **Spring Hill Middle School** received a School Performance Grade of letter D and a growth designation of *Did Not Meet* for the **2024-2025** school year.

In addition, per the Every Student Succeeds Act (ESSA) Section 1111(d)(2)(C), schools receive the federal identification of TSI-AT in North Carolina by having one or more of the following subgroups receive a subgroup performance grade score at or below the lowest 5% of schools across the state during the **2024-2025** academic year; and being identified as a consistently underperforming subgroup for the previous year. Subgroup performance scores are provided for the following subgroups of students: (1) Students with Disabilities, (2) Economically Disadvantaged, (3) Black, (4) White, (5) Hispanic, (6) Asian-Pacific Islander, (7) Multi-racial, and (8) English Learners.

As a dually designated ATSI and NC low-performing school, *Spring Hill Middle School* is required to develop a comprehensive improvement plan that specifically addresses how the school will improve student achievement. The plan will also include strategies that our district or charter will employ to

support *Spring Hill Middle School's school improvement plans (SIT)* improvement efforts. The comprehensive improvement plan will address the following areas:

- Classroom Management
 - Standards-aligned Instruction
 - Professional Learning Communities (PLCs)
 - Instructional Leadership
 - Recruitment & Retention of Effective Teachers
 - Implementation of a Tiered Instructional System
 - Data-Driven Decision Making
 - Student Support Services
 - Family and Community Engagement

We have set the following goals for *Spring Hill Middle School* this year:

- By June 2026, SHMS will increase student proficiency in Math, Reading, and Science by 5 points through targeted interventions, small group instruction, and consistent curriculum alignment.
- By June 2026, SHMS will increase proficiency by 5 points in cohort Math, Reading, and Science Achievement.
- By June 2026, 80% of SHMS teachers will consistently utilize the high yield, research-based strategies outlined in SCS' Non-negotiables and utilize the planning process to create aligned lessons as indicated by walkthrough data and observations.
- By June of 2026, SHMS will increase Parent and Family Engagement by 5% by implementing a comprehensive plan that includes targeted strategies to enhance communication, participation and collaboration between the home, school, and community.
- By June of 2026, SHMS will decrease chronic absenteeism by 20% by implementing a comprehensive attendance improvement plan that includes targeted interventions, consistent monitoring, and collaborative efforts between students, families, and staff to promote consistent school participation.

Here are some strategies that *Spring Hill Middle School* will be implementing to improve student outcomes:

- Continue to distribute a monthly newsletter to include parent resources and utilize Final Site, the lobby board, Class Dojo, and social media to communicate with parents
- Utilize Math and Reading Curriculum as well as Science and Social Studies Pacing Guides for alignment and engagement with 80% fidelity
- Utilize small groups daily, in each core class, to address deficits and/or accelerate students in the classroom with 80% fidelity
- Create and use Student Accountability Contract to hold students accountable for grades/attendance
- Create a master schedule to include teams as a means to curb behaviors and build relationships
- Utilize FLEX TIME to provide SEL skills for students and build relationships through, Second Step, Clubs, and/or Social Media Responsibility Training for students
- Create a duty schedule that maximizes supervision of students in high need areas during transitions, arrival and dismissal, including support staff and the SRO
- Continue to implement SHMS BT Lead to provide training and support throughout the year to include summer orientation
- Continue to provide in-depth classroom management training for teachers with 1 - 3 years experience
- Develop strategies to increase engagement and participation of parents and families.
- Improve communication between the home, school and community
- Increase attendance at Title I meetings and events.
- Enhance family participation in school decision-making processes.

- Create a PTSO (Parent, teacher, student organization)
- Teacher/ Parent contact after 3 absences
- Weekly perfect attendance
- CFST meeting for students
- Attendance Contracts

Parent engagement is at the heart of our school improvement efforts. Here are some ways you can help:

- Ensure you and your child know the academic expectations for your child this school year. A list of learning objectives in student-friendly language is available from your child's teacher(s).
- Call **Lamont L. Graves (910) 384-0751** if you have questions or concerns about your child or to set up an appointment to meet with a school staff member who will be working with your child.
- Make sure that your child is prepared and attends school each day.
- Monitor your child's homework.
- Monitor the progress your child is making and attend meetings with your child's teacher(s).
- Keep track of our website and social media sites <https://shms.scotland.k12.nc.us/>.
- Volunteer.
- Join the **Spartan PTO: Whitney Greene**

Additionally, listed below are a few resources available to help:

- Graduation requirements: www.ncpublicschools.org/gradrequirements/
- K-12 standards in academic subjects: www.ncpublicschools.org/curriculum/
- State student achievement test results: www.ncpublicschools.org/accountability/
- N.C. School Report Cards: <https://www.dpi.nc.gov/data-reports/school-report-cards>

We are committed to improving student performance. It is important to remember that just as no one single score or grade tells the whole story of a student, neither does it tell you everything about the performance of a school or the opportunities that our school provides. The intent of receiving these designations is to improve educational outcomes for all students, close achievement gaps, increase equity, and improve the quality of instruction. We're excited about this school year and are working to make it a success for your child.

If you have questions about the content of this letter, please contact **Lamont Graves** at lgraves@scotland.k12.nc.us (910)384-0751.

Sincerely,

Lamont L. Graves, Principal