

**U.S. Department of Education**  
**2016 National Blue Ribbon Schools Program**

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[X] Public or [ ] Non-public

For Public Schools only: (Check all that apply) [ ] Title I [ ] Charter [ ] Magnet [ ] Choice

Name of Principal Mr. Brian Boles

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Tunstall High School

(As it should appear in the official records)

School Mailing Address 100 Trojan Circle

(If address is P.O. Box, also include street address.)

City Dry Fork State VA Zip Code+4 (9 digits total) 24549-2300

County \_\_\_\_\_

Telephone (434) 724-7111 Fax \_\_\_\_\_

Web site/URL http://www.pcs.k12.va.us E-mail brian.boles@pcs.k12.va.us

Twitter Handle \_\_\_\_\_ Facebook Page \_\_\_\_\_ Google+ \_\_\_\_\_

YouTube/URL \_\_\_\_\_ Blog \_\_\_\_\_ Other Social Media Link \_\_\_\_\_

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

\_\_\_\_\_ Date \_\_\_\_\_

(Principal's Signature)

Name of Superintendent\*Dr. Mark Jones E-mail mark.jones@pcs.k12.va.us

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Pittsylvania County Schools Tel. (434) 432-2761

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

\_\_\_\_\_ Date \_\_\_\_\_

(Superintendent's Signature)

Name of School Board

President/Chairperson Mr. Calvin Doss

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

\_\_\_\_\_ Date \_\_\_\_\_

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

*\*Non-public Schools: If the information requested is not applicable, write N/A in the space.*

## Part I – Eligibility Certification

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The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The public school has met their state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) using the most recent accountability results available for the year prior to nomination.
3. To meet final eligibility, a public school must meet the state's accountability requirements (i.e., avoided sanctions) in participation, performance in reading (or English language arts) and mathematics, and other academic indicators (i.e., attendance rate and graduation rate) for the year in which they are nominated (2015-2016) and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2010 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2011, 2012, 2013, 2014, or 2015.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

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Data should be provided for the most recent school year (2015-2016) unless otherwise stated.

### DISTRICT

1. Number of schools in the district (per district designation):
- 10 Elementary schools (includes K-8)
  - 4 Middle/Junior high schools
  - 4 High schools
  - 0 K-12 schools
- 18 TOTAL

### SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- Urban or large central city
  - Suburban with characteristics typical of an urban area
  - Suburban
  - Small city or town in a rural area
  - Rural
3. Number of students as of October 1, 2015 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	0	0	0
1	0	0	0
2	0	0	0
3	0	0	0
4	0	0	0
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	131	117	248
10	134	131	265
11	127	109	236
12 or higher	125	95	220
<b>Total Students</b>	517	452	969

4. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
  - 0 % Asian
  - 15 % Black or African American
  - 4 % Hispanic or Latino
  - 0 % Native Hawaiian or Other Pacific Islander
  - 81 % White
  - 0 % Two or more races
  - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2014 – 2015 school year: 6%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2014 until the end of the 2014-2015 school year	15
(2) Number of students who transferred <i>from</i> the school after October 1, 2014 until the end of the 2014-2015 school year	42
(3) Total of all transferred students [sum of rows (1) and (2)]	57
(4) Total number of students in the school as of October 1, 2014	977
(5) Total transferred students in row (3) divided by total students in row (4)	0.058
(6) Amount in row (5) multiplied by 100	6

6. English Language Learners (ELL) in the school: 1 %  
17 Total number ELL

Specify each non-English language represented in the school (separate languages by commas):  
Spanish, Arabic

7. Students eligible for free/reduced-priced meals: 35 %  
Total number students who qualify: 354

8. Students receiving special education services: 12 %  
120 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. It is possible that students may be classified in more than one condition.

- 7 Autism
- 0 Deafness
- 0 Deaf-Blindness
- 14 Emotional Disturbance
- 3 Hearing Impairment
- 12 Mental Retardation
- 1 Multiple Disabilities
- 1 Orthopedic Impairment
- 59 Other Health Impaired
- 37 Specific Learning Disability
- 1 Speech or Language Impairment
- 2 Traumatic Brain Injury
- 1 Visual Impairment Including Blindness
- 0 Developmentally Delayed

9. Number of years the principal has been in her/his position at this school: 1
10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of school staff in each of the categories below:

	<b>Number of Staff</b>
Administrators	3
Classroom teachers	56
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	6
Paraprofessionals	9
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	7

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 17:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

<b>Required Information</b>	2014-2015	2013-2014	2012-2013	2011-2012	2010-2011
Daily student attendance	95%	95%	95%	95%	95%
High school graduation rate	93%	92%	88%	85%	89%

13. **For high schools only, that is, schools ending in grade 12 or higher.**  
Show percentages to indicate the post-secondary status of students who graduated in Spring 2015.

<b>Post-Secondary Status</b>	
Graduating class size	224
Enrolled in a 4-year college or university	39%
Enrolled in a community college	45%
Enrolled in career/technical training program	1%
Found employment	6%
Joined the military or other public service	4%
Other	5%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.  
Yes    No X

If yes, select the year in which your school received the award.

15. In a couple of sentences, provide the school's mission or vision statement.

To provide a high-quality comprehensive education for all students in a safe, positive learning environment and prepare students for productive citizenship.

16. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

## PART III – SUMMARY

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Tunstall High School was named for The Honorable Whitmell P. Tunstall, who was a lawyer and a long-time member of the legislature. Tunstall High School was the result of a consolidation between Brosville and Whitmell High Schools in 1964. The school is located at the center of the Tunstall magisterial district on state route 869. Tunstall High School was totally integrated during the 1969-70 school year. For the past six years, the school's black/white percentage has averaged at 85% Caucasian students and 14% African American students. For the 2015-16 school year, the enrollment at Tunstall High School was 972 students. The Tunstall community—both inside and outside the walls of Tunstall High School—is characterized by a strong sense of civic pride and commitment to community service. School organizations such as BETA and Interact participate in numerous outreach programs including local Special Olympics, and Field Day at neighboring elementary schools.

Pittsylvania County Schools offers a Graduate of Merit Program to its four high schools. This is a unique opportunity for senior students, which correlates academic achievement and community service. It is sponsored concordantly by Pittsylvania County Schools and the local business community. Graduate of Merit recipients are required to earn a minimum of 170 points during their high school tenure from the following categories: final grade point average, total courses, coursework, attendance, conduct, community service and school activities. The Graduate of Merit program recognized and acknowledges accomplishments of graduates who exemplify attributes of achievement, proficiency, character and social development. Applications, including a community service log, must be submitted for approval at the completion of the first semester during the senior year. Tunstall High School is fortunate to have the support of the surrounding community as well as area businesses. This involvement is evident in the partnerships that have been established in the formation of the Athletic Booster, the Academic Booster and the Band Booster clubs. Each of the groups is comprised of parent and community volunteers who organize supporting activities to offer assistance in meeting the educational and social needs of our students.

Being located in a rural community limits access to certain educational opportunities. However, Pittsylvania County and Danville City continue to strive to bring new programs and facilities into the area which impact in a positive way on the total educational plan. The county library offers a Bookmobile, which travels throughout the county, and also offers a new adult literacy program. The City of Danville Parks and Recreation Department offers handicraft classes, day camps, football, basketball, baseball, soccer, softball, tennis, volleyball, and other seasonal activities. The YMCA and the YWCA offer swimming facilities, in addition to other family programs. The Pittsylvania County Recreation Department offers youth programs in football, basketball, and baseball for boys and girls. (The county also offers athletic programs in cheerleading, softball, and soccer. Other county programs include adult education and 4-H.)

Cultural activities are provided by the Danville Association of Arts and Humanities, the Danville Concert Association, the Children's Theatre, Danville Community College Celebration of the Arts, Averett College Lecture Series, Averett College Drama Series, and the Caswell County Civic center. In addition to these, local churches offer a variety of youth-oriented activities. Danville also has a Museum of Fine Arts, a Natural History Museum, and a Science Museum. Pittsylvania County has an Educational Cultural Center and an adult learning lab. Several dance studios are also located in the area. The completion of the Carrington Pavillion in Danville has given the area an excellent site for concerts and plays. Collectively, these efforts support the development of a diverse cultural background for students and the community. The Institute for Advanced Learning and Research (IALR) has developed a community outreach program which provides access to STEM enrichment. The STEM Mobile Lab is offered at no cost and can be scheduled to visit school sites throughout the school year. The lab provides opportunities for students to engage in hands-on activities to enhance learning and develop interest in STEM career opportunities. Another mobile science lab is the Sky Observatory provided by Pittsylvania County Schools. This lab is equipped with state-of-the-art telescope equipment which allows students to view topics addressed in earth and space sciences. Additionally, Pittsylvania County Schools develop a STEM Academy within the school division. Each semester, freshmen students made multiple visits to enhance problem-based learning and team-building activities.

Tunstall High School utilizes the Virginia Early Warning System to identify students who are demonstrating deficiencies in academics, attendance and behavior in grades 9-12. Early intervention is vital to determining corrective actions for at-risk students. For each student identified, an individual plan of interventions is developed to promote and assist improvement, both academically and socially. Truancy meetings, parental contacts, guidance services, mentoring programs, advisory groups, and remediation and tutoring are examples of available interventions.

## PART IV – CURRICULUM AND INSTRUCTION

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### 1. Core Curriculum:

Tunstall High School (THS) is staffed by three school counselors in addition to a University of Virginia College Guide and a Danville Community College Career Coach who guide the students in choosing a career pathway and in the selection of courses. All curricula at THS are aligned with state Standards of Learning (SOLs) and are designed to measure student mastery in all courses. Core area instruction is designed using diverse strategies and effective data rendered from multiple forms of assessments. Interactive Achievement is an online assessment program which is used to identify student learning strengths and deficits and correlates to the Virginia Standards of Learning. Teachers are required to give pre- and post-assessments to every student in all courses. This data is used to shape and guide quality instruction and promote progression towards mastery for each student. Teacher performance is evaluated using data from the online system. Another method of measuring student performance in the core areas for THS is the Virginia end-of-course SOL assessments. Students earning a Standard Diploma are required to pass 6 end-of-course SOL tests, and earn 22 units of credit, complete one virtual course and earn a board-approved career and technical education credential. Students may also pursue an Advanced Studies Diploma which requires students to successfully complete one virtual course, pass 9 end-of-course tests and earn 26 units of credit in specified discipline areas.

Students may choose from approximately 170 subject offerings including 34 courses that offer dual enrollment credit. In dual enrollment courses, students have the opportunity to receive both high school and college credit from Danville Community College and/or Virginia State University. Enrollment requirements for these institutions must be met by students before they are able to earn college credit. The dual enrollment program allows high school students to meet the requirements for high school graduation simultaneously earning college credit. This is offered at no cost to students saving them money and time. All students taking dual enrollment courses must take the Virginia Placement Test and earn required scores. Eligible PSAT/SAT/ACT scores can also be used for placement. Given this opportunity, many students will earn a two-year college degree and have the opportunity to graduate from college as they graduate from high school. The college credential options from Danville Community College are: Associate of Arts and Sciences in Liberal Arts, General Education Certificate, Advance Manufacturing Certificate, or Associate of Arts and Sciences in Science. College Composition I-II, Pre-Calculus, Information Word Processing, Computer Information Systems, Technical Drawing, Architectural Drawing, Advanced Marketing are dual enrollment courses that are taught at THS.

Twenty-three advanced courses are offered at THS: Honors English 9, 10 and 11, Physics, College Composition I-II, Spanish (4th and 5th year), French IV and V, Advanced Earth Science, Advanced Biology, Advanced Placement Chemistry, Advanced Laboratory Studies in Chemistry, Advanced Placement Biology, Advanced Laboratory Studies in Biology, Advanced World History, Advanced World History II, Advanced Placement History, Pre-Calculus, Advanced Algebra & Trigonometry, Advanced Placement Calculus, and Advanced Placement Government. Additionally, students have access to an academic year Governor's School called the Piedmont Governor's School for Math, Science and Technology (PGSMST), funded by the Department of Education as well as the Academy for Engineering and Technology (AET). Both programs are housed at the Institute for Advanced Learning and Research in Danville, Virginia. Classes are conducted during the regular school year on a half-day basis. Participation in either of these programs requires completing an application process during the sophomore year; candidates must have completed required coursework prior to being considered for acceptance. Course offerings at PGSMST include English, mathematics, science and research classes while at AET students are enrolled in English, mathematics, science and engineering courses. Both programs offer only dual enrollment classes. Students who successfully complete the two-year program at PGSMST can earn up to 49 college credits while AET students can earn up to 33 college credits before returning to the base school to take two additional classes daily. For the 2014-15 school year, 21 students from THS attended PGSMST and 9 students from THS attended AET.

Students with disabilities at THS are served in the least restrictive environment and are enrolled in inclusive

courses as necessary. THS offers inclusion in a co-taught model where instructional content is designed and delivered through the efforts of two instructors, one general education teacher and one special education teacher. The learning outcomes are enhanced as the combination of the content specialist and strategies specialist work collaboratively to address the needs of diverse learners. These services are provided in all core areas. Students with disabilities may also receive additional support classes, which are designed to reinforce the objectives in other classes and address deficits which require remediation. Ultimately, these services and supports combined, the goal is for students to attain at least a standard diploma.

## 2. Other Curriculum Areas:

The students of THS have a wide variety of courses offerings from which to choose, depending on their career pathway. In order to earn a diploma, students must complete a minimum of six elective courses which are generally earned from Foreign Language, Fine Arts or Career and Technical Education courses. Additionally, students are required to complete at least two sequential electives, such as Art I and Art II, as well as two years of Health and Physical Education courses.

Students pursuing an Advanced Studies Diploma are required to earn 3 course credits in one language. This can also be accomplished by completing 2 course credits in 2 different languages. In comparison, students pursuing a Standard Diploma may take courses in languages as elective courses. THS offers courses in French and Spanish which are taught by instructors in the building. Other course offerings in languages, Latin and Chinese, are conducted through the online Virtual Virginia program.

Multiple offerings also exist for students to participate in Fine Arts. Students may choose to participate in courses pertaining to Theatre, Art, Band and Chorus, for example. The correlation between arts and academic and social development at THS is remarkable. Students are encouraged to express themselves in positive ways leading to character development. Additionally, the classroom component provides a foundation where students are grounded in fundamentals and develop an understanding of positive means of self-expression.

Course offerings in Health and Physical Education place emphasis on vigorous individual sports and physical fitness. Performance is monitored in such offerings through goal-setting on physical fitness skills tests. The Health Curriculum consists of units that focus on personal health and nutrition and correlate with physical fitness and mental health. Also, students are provided the opportunity to complete the Driver Education curriculum for the state of Virginia in the 10th grade. Advance Physical Education, an elective course in Health and Physical Education curriculum, focuses on conditioning and healthy recreational activities. This course also identifies opportunities in athletic careers.

Career and Technical Education programs offer opportunities for students to earn a State Board of Education approved industry certification and/or a professional license issued by the Commonwealth of Virginia. Passing an industry approved examination verifies that students have the knowledge and skill levels to compete for higher education and career opportunities after high school. Vocational courses rendering these certifications are taught at the Pittsylvania County Technical Center (PCTC) in Chatham, Virginia as well as at THS. The courses at PCTC include: Auto Body Repair, Auto Science Technology, Building Trades I and II, Computer Systems Technology I and II, Cosmetology, Criminal Justice I, Culinary Arts II, Emergency Medical Technician, Industrial Maintenance Technology-Electrician I and II, Industrial Maintenance Technology-Mechanic I and II, Nursing Assistants, Precision Machining, Small Animal Care/Vet Science and Welding I and II. Students taking these courses at PCTC have the opportunity to earn 36 different industry certifications. The CTE courses at THS include: Agriculture Education, Business and IT, Economics and Personal Finance, Family and Consumer Sciences, JROTC, Marketing, and Technology Education/Engineering. Students taking these courses at THS have the opportunity to earn 38 different industry certifications. Eighty-nine students participating in career and technical education programs divide their time equally between PCTC and the base high school.

The music department currently has ninety-four high school students who are enrolled in programs. The Trojan Marching Band program encompasses at least eight performances and twelve contests annually. The Trojan Marching Band also performed in the 1998 Governor's Inaugural Parade in Richmond. The Tunstall

Concert Ensemble has been awarded bronze medals at World Championships in Dayton, Ohio. The group has traveled to the World Championships for twenty consecutive years, the most by any high school in the nation, and has placed seven times as a top 3 finalists. In 2014-15, THS was voted the Fan Favorite at the World Championship event.

Not only is there a variety of course offerings during the regular school day, but also there are many learning activities before and/or after school. Some of these include SAT preparatory courses, tutoring by Beta members and teachers, and homebound instruction. These activities encourage the use of computers to access the library and its resources. Each department has established a more structured after-school tutoring program in order to prepare students for the SOL tests and promote learning and growth. Prior to administering SOL tests, teachers increase the focus on tutoring and student attendance soars. In most cases, the number of students attending will double or triple.

Tunstall High School has programs for exceptional students as well as for those with special needs. There are many options available for gifted students in grades 9-12 which include Danville Community College Summer Enrichment Classes, Advanced Placement classes, Honors classes, Dual Enrollment Classes, the Piedmont Governor's School for Math, Science and Technology (PGSMST), the Academy for Engineering and Technology (AET), Pittsylvania Career and Technical Center (PCTC), Summer Residential programs, accelerated classes and Virtual Virginia courses. Students with specialized learning needs are placed in the least restrictive environment, such as inclusion classes, to promote their success in the pursuit of a standard diploma, at minimum.

The majority of THS students are involved in co-curricular clubs such as: DECA, FHA, FFA, FBLA, Science Club, JROTC, Spanish Club and French Club. Many students are also involved in extra-curricular clubs such as the Fellowship of Christian Athletes (FCA), Interact, SCA, Chess Club, Trojan Club, and Senior Beta. Additionally, students participate in academic competition teams such as Scholastic Competition of Academic Excellence League (SCAEL) and drama. 26 students are on the school newspaper staff, and thirty-three are on the yearbook staff. After the first semester of the freshman year, students who earn a qualifying grade point average may be invited to join the Senior High Beta Club, which is an academic honor society. To encourage students to select the education career pathway, a Future Educators of America club has been added to the repertoire of extra-curricular offerings.

Tunstall High School offers seven varsity boys' sports (baseball, basketball, cross-country, football, track, soccer and wrestling), seven varsity girls' sports (basketball, cheerleading, cross-country, softball, track, soccer and volleyball) and six junior varsity sports (boys and girls basketball, baseball, cheerleading, softball and volleyball). Additionally, THS has a golf team which consists of both male and female athletes. All athletic teams, academic competition teams, cheerleaders and publications follow the rules and regulations of the Virginia High School League.

### 3. Instructional Methods and Interventions:

Each SOL department evaluated itself and offered a plan of improvement relative to curriculum and student performance based on the latest data available.

Separate committees were created to study and offer plans of improvement relative to community relations, school climate, and staff development. These committees were composed of administration, core area teachers, career/technical teachers and support staff.

The core class teachers have worked diligently to establish coordinated curriculum goals and improve student academic performance. To accomplish these goals the department's annual school improvement plan focused its student performance and core curriculum goals around the objective of increasing end of course SOL test scores. As a result, many categories of specific testing reflected an increased percentage of improvement well above compiled baseline data. In several areas, desired and/or projected levels of student performance were exceeded. Overall, academic performance improved due to coordinated learning strategies, including co-taught and inclusive course offerings, which were implemented by the administration, faculty, and student body.

Working from practice test questions and data compiled by department members we began to examine individual student responses to each question involved in various SOL pre-tests. This process allowed for the graphing of individual questions and responses to specific areas of core instruction. By using this information faculty members could then identify precise areas of instructional weakness. To address this testing issue the county school system initiated the development of comprehensive curriculum guides for each of the four core areas of instruction. Regular scheduled and after school classes in the core areas were established to provide remediation, skills assessment, and tutoring for students requesting and needing extra academic assistance. During each semester, SOL practice tests are designed and given at the end of each six-week grading period to reinforce individual learning. Through the use of instructional workbooks, coachbooks, and map exercises specific SOL objectives were targeted. All of these strategies, used collectively, have had a positive cumulative effect on desired student performance.

The effectiveness of these strategies are exemplified by the departments meeting or surpassing all current state mandated test objectives and the school achieving the status of being a fully accredited SOL school. Students have maintained and greatly exceeded in some areas the required scores on the Virginia SOL assessment tests. Through the dedicated and combined effort of the community, school, and parents there has been a significant percentage increase in SOL test scores.

#### 4. Assessment for Instruction and Learning and Sharing Assessment Results:

Successful performance at Tunstall is promoted through a variety of assessment methods. The assessments to be used are influenced by the criteria being tested. Teachers vary their methods of assessment to ensure that they obtain good data. Their choice of the instrument used is influenced by many different factors, including course description, information to be learned, learning styles, and the learner. Often a combination of methods is used to provide information. Teachers assess student performance using a variety of methods. The method chosen is influenced by factors such as the topic under consideration, pedagogical style, learning styles, the cognitive level of the students, and the nature of the SOL involved. Teachers use homework, quizzes, tests, independent written assignments, group assignments, and projects to measure student performance. A number of teachers have begun using Blackboard.com as a means of testing student performance. Teachers in SOL classes utilize benchmark assessment each marking period to prepare students for that format on the SOL test.

In recent years, Pittsylvania County entered into a contract with the Interactive Achievement program. This online assessment program provides data that is aligned with the Virginia SOL strands and serves as a means of evaluating instruction and assessment results. The program also enhances methods of differentiated instruction to meet the needs of all learners. The implementation of, and professional development involved, has promoted teacher collaboration. In Pittsylvania County, departments at each school are encouraged to collaborate on specific test development within the program. Ultimately, division-wide teams gathered to discuss specific ways the Interactive Achievement programs benefitted our students through the development of instructional plans based on Interactive Achievement data.

Tunstall High School utilizes several different standardized methods of measuring student performance including the Scholastic Aptitude Test (SAT), PSAT, Advanced Placement Tests (AP) and the Armed Services Vocational Aptitude Battery (ASVAB) test. Results from the SAT and the ITBS have been examined for specific school years. Students also participate in the required end-of-course (EOC) SOL assessment for English, math, social studies, and science classes. In the spring of 2014, 170 students took AP Exams.

## **PART V – SCHOOL SUPPORTS**

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### 1. School Climate/Culture:

Academic achievement is a driving force that leads not only to success in school, but ultimately success in all areas of life. Students at Tunstall High School benefit from a caring, cohesive faculty and staff who strive to motivate and empower learners to develop both academically and socially. Students are surrounded by school and community members who are vested in who they become. Instructional leadership is grounded in the goal of student achievement at Tunstall High School.

The administration, staff, students, and parents of THS have made great strides in the improvement of the total school program in the past few years. There have been many building and curriculum improvements in the school program based on the requirements of the Standards of Quality and Standards of Learning initiated by the Virginia State Department of Education. Tunstall achieved a fully accredited rating this past school year.

The full accreditation rating was primarily achieved due to the implementation of components in the school improvement plan. The restructured school improvement plan is a more workable and user oriented document.

The reasons why this plan is so effective:

- a) It is changed on a semester or yearly basis as needed to improve SOL test results.
- b) It is easily accessed and implemented by any faculty or staff, especially core area teachers.
- c) It enumerates a more explicit and specific process for improving definite areas that have been documented as needing improvement.
- d) It is a living document, that is, it changes according to the needs of the students and overall school program.

Analysis of data from multiple sources is the basis for instructional improvements that promote success for students. Data sources include much more than test scores. Some of the data are used to identify areas of need that should be addressed for a student to learn more effectively. At times, the data are not indicative of a learning issue, but a social or personal issue. Comparison of previous and current performances allows for teachers and staff to identify discussion points that may be adversely impacting student learning. Tunstall High School works with students and families to overcome learning and social difficulties to eliminate barriers to learning. The school counseling staff is available to assist teachers, students and parents with identifying and planning to eliminate factors that hinder learning outcomes. Additionally, data are used to determine how detrimental certain factors may be to student learning and development. Such data are then discussed and to further support students, a mentoring program is available. This program was designed to provide a contact person who might establish a rapport with students and encourage stronger efforts. One of the key factors to success in increasing motivation and promoting academic and social success is to create a bridge for communication between home and school. This is a focus of programs available at THS.

The past few years have seen many changes that have positively affected the academic or educational school program at THS. Pittsylvania County has made tremendous strides in the area of technology use as evidenced by the increased number of computer labs, science probeware, communication resources, and a classroom computer for every teacher. The administration has shown great leadership by involving and promoting an onsite approach to education, teachers are now more involved in the decision making process through lead teachers and curriculum mapping district wide. In order to promote a safe and positive learning environment, a Crisis Management Plan is continuously updated to address the many and varied disturbances that may occur in the school setting.

The school improvement plan has included the participation of core area teachers as well as career/technical faculty members. All stakeholders play a role in this process with sub-committees being established by the school's Leadership Team. Each sub-committee was given specific tasks focused on

improving student performance, school and community relations and school climate. As a result of data analyzed at such meetings, professional development opportunities were requested and addressed to improve any existing deficits. For example, multiple professional development opportunities have taken place to emphasize the importance of feedback, formative and summative assessments, goal-setting for student academic progress and tiered interventions through analysis of Virginia Early Warning Systems (VEWS) data.

## 2. Engaging Families and Community:

Tunstall High School has a rich family support network. Multiple families have been a part of the school and school community for many years. Therefore, many current students are following the legacy that parents and grandparents have established in previous years. The resulting multi-generational sense of school pride that springs from such strong ties to the school is evident in displays of current student work as well as in the placement of commemorative plaques and trophies celebrating past accomplishments.

Tunstall High School also participates in several partnerships designed to engage families. For example, in conjunction with the middle and elementary schools in the school's attendance zone, the band program holds an annual "Home Show"; an event open to parents and community members designed to spotlight students' musical achievements. Additionally, the fine arts departments of these schools collaborate to present theatrical performances and art exhibits each semester. In addition to these community-wide events, the school provides and advertises other opportunities to highlight its co-curricular and extracurricular programs and to encourage parent participation and partnerships. Among these opportunities are the school's semi-annual conference nights which are events parents are invited to come discuss students' academic and social progress with teachers and staff. Also, the school hosts an annual open house prior to the start of school to establish relationships and build parental support. Such outreach efforts are not, however, limited to parents and community members. Students themselves benefit from the school's engagement efforts through programs including the annual summer freshman orientation program held to prepare incoming students and parents for the transition from middle school to high school.

In addition to events sponsored by the school itself, the wide variety of community-based programs and organizations that conduct meetings and other activities at the school provides the general public with opportunities to remain actively engaged. Community programs use the school's athletic facilities for youth baseball, basketball, softball, soccer, and football athletic programs.

Additionally community activities and programs sponsored by area 4-H clubs and the Virginia Tech Extension Program are associated with and held at the school. Among 4-H Club's offerings is a program called the Reality Store, an event organized and conducted by local business men and women who volunteer their time to build relationships with students and to expose them to post-secondary career opportunities. They also provide the students with a hands-on exploration of the reality of responsibilities of becoming a productive and self-sufficient citizen. Community special education services are provided through the Hatcher Center, Virginia Vocational Rehabilitation Services, and Special Olympics. The Hatcher Center and Virginia Vocational Rehabilitation Services programs provide for students who require supportive living and employment services, and the Special Olympics program hosts events in which students and community members work collaboratively to support and celebrate the accomplishments of each participant. Project Discovery constitutes yet another community-based program that is designed to promote the success of students who are attempting to graduate on time but who require remediation and additional support in completing diploma requirements.

At Tunstall High School, a strong community presence is never far away. Tunstall High School students are not only students, but active members of the community. Students immerse themselves in opportunities to grow both academically and civically. The Tunstall Volunteer Fire Department, located next door to the high school, is an active community partner that serves the school in several capacities. Several THS students are active members, and the department, in conjunction with the Virginia Emergency Management Agency, conducts safety and crisis management drills throughout the year. Tunstall High School's partnership with this entity also allows the fire department to hold community fundraising events at the school.

Partnerships with non-profit organizations and area businesses provide resources, activities, and financial support to school programs. Among the school's partnering agencies are the Boy Scouts of America, Career Awareness that provides programs for sophomores, News In Education (NIE) that supplies newspapers for English and social studies classes, and the Chamber of Commerce that maintains a speaker resource list for teachers. Local businesses also work closely with the school to support programs such as DECA that serves marketing students and provides mentors for students. Business partnerships with the county's high schools also form the foundation of the division's Graduate of Merit program. The following are among the community organizations that support students through yearly awards and scholarship programs: DAR, Rotary Club, The American Legion, NAACP, Woodmen of the World, the Armed Services (Army and Marines), the American Business Women's Association, Danville Community College, and Averett University.

In addition to community and business partnerships, several parent organizations encourage and support the school. The Academic Booster Club, in conjunction with local businesses and organizations, provides scholarships for graduating seniors. The Athletic Booster Club supports school athletes and athletic programs while the Band Booster Club supports the music department and band. The Young Homemakers and Young Farmers organizations support and encourage other school programs in career and technical education. Parent involvement and support are cornerstones to the success of Tunstall High School. Booster clubs are parent-driven organizations that not only benefit the specific purpose for which they are organized, but the entire school program. Multiple improvements and additions have been made possible, in part, due to the support and dedication of parents who possess pride in our school and the community. The Athletic Booster Club is an organization that organizes fundraising efforts to support the efforts and success of our students. It is important to note that this organization chose to take charge of concessions for every home sporting event. The revenues collected are distributed equitably to all programs and supports needs that arise. Support from the community is a major asset for our school. Another form of support offered through community connections is the annual Baccalaureate Service which is organized by parent supporters and students in the senior class. The Baccalaureate Service is held at THS each year on the Sunday preceding graduation and is open to the school and community. This service is impressive as students and community members not only organize, but also participate in the service together.

### 3. Professional Development:

Several days are included in the normal two hundred-day teacher contract for professional development and workdays. Extended contracts are also implemented for a number of teachers. The central office staff and administrative offices of individual schools determine the agenda for staff professional development days. At present the members of the faculty at THS are participating in a School Improvement Plan or Action Plan, an annual individual professional development plan, and various professional organizations. The faculty of the science, mathematics, social studies and English departments now develops an annual school improvement plan. All members of each department are involved in the process. The overall goal of each department is to improve SOL test scores and to eliminate any disparity of the scores by ethnicity.

Core area teachers have access to and make use of curriculum maps developed by a system wide committee. Curriculum mapping is a calendar-based procedure for collecting a database of the operational curriculum in the school. The maps become the starting points for team communication and possible interdisciplinary units of instruction. The maps are working documents and are revised frequently as communication occurs among faculty members and the curriculum is articulated and aligned. Since the county teachers have developed curriculum and pacing guides, all teachers of a subject are covering the same material. The teachers of a subject work together to effectively cover all SOL's for that subject.

Pittsylvania County Schools focuses on improvement for all students. Recently, division-wide professional development has focused on the importance of gathering and analyzing accurate data to tier instruction to meet the needs of all learners. Training is ongoing and frequently reviewed at school and division-levels to provide the support necessary to improve student achievement. Use of formative and summative assessments serves as a way to more closely monitor student academic progress. Additionally, professional development was provide to enhance the correlation between accurate and timely feedback to improve

learning outcomes. Student academic achievement being the primary focus, the division has updated the teacher evaluation instrument to include a teacher's ability to set goals for student academic progress. In turn, meeting such a goal is part of a teacher's yearly evaluation.

#### 4. School Leadership:

Recently, the role of the school principal and the administrative team evolved from the primary agent of policy and program implementation into a facilitative role where administrators and teacher-leaders consider school and community interests in every decision. The administrative team at Tunstall High School addressed the need for improved student success and community involvement through the development of student success-driven initiatives that involved a comprehensive approach to instructional leadership. Student achievement remains the ultimate responsibility of the leadership team. The development of a "leadership team" benefits the school community through focused approaches that improve instruction, student development and community improvement.

The leadership team includes members from each department in the school and addresses concerns that are presented in a monthly meeting. The role of the leadership team is to present and discuss matters that impact student achievement and overall success and to offer solutions to these challenges. Relative to matters of school improvement, the focus of the team is to promote the accomplishment of school improvement plan goals. Such goals are designed to benefit students, collectively and individually. The leadership team reviewed existing data to develop action plans addressing the academic achievement of all students. Additionally, the leadership team was designed to meet the needs of the instructional faculty and supporting staff.

The Tunstall High School leadership team analyzed data to develop plans of instructional value which identified and promoted success for all stakeholders. Members of the leadership team analyzed data on a regular basis to identify the instructional needs necessary to improve academic achievement. Through the efforts of the leadership team, instructional approaches were discussed and implemented to benefit the students of Tunstall High School.

The development of the leadership team allowed faculty and staff to offer suggestions that would improve efforts grounded in student achievement. The administrative team and members of the leadership team worked collaboratively to address and attempt to resolve matters that impacted the success of our students. As an example of measures taken to promote success of the students, the leadership team worked to involve teaching faculty in the need for targeted professional development. Overall, our faculty and staff wished to address the needs of our students through opportunities in professional development that would benefit success for the student body. Requests on the part of the teaching faculty were rooted in necessary measures to promote academic achievement for the students of Tunstall High School.

## Part VI – INDICATORS OF ACADEMIC SUCCESS

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Academic achievement is a driving force that leads not only to success in school, but ultimately success in all areas of life. Students at Tunstall High School benefit from a caring, cohesive faculty and staff who strive to motivate and empower learners to develop both academically and socially. Instructional leadership is the pinnacle of student achievement at Tunstall High School. Students are surrounded by school and community members who are vested in who they become. Academically, instruction is based on identifying and working to overcome learning deficits through the process of gathering and analyzing multiple sources of data. This analysis then leads to the development of quality instructional approaches that promote the improvement and achievement of overall learning outcomes.

One source of data that is used is the Virginia Early Warning Signs system. Student needs were identified and learning approaches were developed to encourage students and promote opportunities for success. Using this approach, students were immersed in a nurturing learning environment that focused on improved achievement and academic accomplishment. This process involved members of the school collaborating to develop and achieve academic goals. Data was used to identify the need for more intensive instructional approaches which led to remediation efforts, sometimes individualized for students. It also included parental involvement where partnerships were established through home-school communication. Members of the administrative team, guidance and instructional staff members provided regular updates relative to student progress.

Students were encouraged to take advantage of tutoring opportunities for remediation. The dedication of the instructional staff allowed for such opportunities to occur before, during and after school hours. In some cases, students were assigned a mentor-teacher who established a rapport with them in order to provide a relationship which encouraged and promoted a nurturing and sound instructional environment. The faculty and staff share a camaraderie and collective ownership in the success of the students at our school. The cohesiveness of this group of talented individuals and the students are evidenced by their presence in school and community activities. The faculty and staff have established strong rapport as they support students in the classrooms and extra-curricular endeavors.

Access to and accurate analysis of data led to the success of Tunstall High School. The accomplishments of our students was, and is, grounded in the diligence and dedication of the instructional faculty and connections to home and community. These serve as the basis for the pride in the Tunstall community.