

**U.S. Department of Education**  
**2020 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 Mrs. Jennifer Mazza  
(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Tyler Run Elementary School  
(As it should appear in the official records)

School Mailing Address 580 Salisbury Drive  
(If address is P.O. Box, also include street address.)

City Powell State OH Zip Code+4 (9 digits total) 43065-9833

County Delaware County

Telephone (740) 657-4900 Fax (740) 657-4949

Web site/URL https://www.olentangy.k12.oh.us/Tyler%20Run E-mail jennifer\_mazza@olsd.us

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.

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\* Mr. Mark Raiff E-mail mark\_raiff@olsd.us  
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Olentangy Local School District Tel. (740) 657-4050

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.

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board  
President/Chairperson Mrs. Mindy Patrick  
(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.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

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. All nominated public schools must meet the state’s performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2020 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. 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.
4. The school has been in existence for five full years, that is, from at least September 2014 and each tested grade must have been part of the school for the past three years.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2015, 2016, 2017, 2018, or 2019.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award.
7. The nominated school has not been identified by the state as “persistently dangerous” within the last two years.
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 (2019-2020) unless otherwise stated.

**DISTRICT** (Question 1 is not applicable to non-public schools)

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

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

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

- Urban (city or town)  
 Suburban  
 Rural

3. Number of students as of October 1, 2019 enrolled at each grade level or its equivalent at the school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	50	45	95
1	57	50	107
2	71	58	129
3	64	42	106
4	64	45	109
5	42	63	105
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12 or higher	0	0	0
<b>Total Students</b>	348	303	651

\*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0.3 % American Indian or Alaska Native
  - 11.4 % Asian
  - 0.6 % Black or African American
  - 2.5 % Hispanic or Latino
  - 0.2 % Native Hawaiian or Other Pacific Islander
  - 80.2 % White
  - 4.8 % 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 2018 - 2019 school year: 3%

If the mobility rate is above 15%, please explain:

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, 2018 until the end of the 2018-2019 school year	15
(2) Number of students who transferred <i>from</i> the school after October 1, 2018 until the end of the 2018-2019 school year	5
(3) Total of all transferred students [sum of rows (1) and (2)]	20
(4) Total number of students in the school as of October 1, 2018	672
(5) Total transferred students in row (3) divided by total students in row (4)	0.03
(6) Amount in row (5) multiplied by 100	3

6. Specify each non-English language represented in the school (separate languages by commas):

Arabic, Chinese, Farsi, Japanese, Korean, Russian, Spanish, Tamil, Telugu

English Language Learners (ELL) in the school: 2 %

16 Total number ELL

7. Students eligible for free/reduced-priced meals: 1 %

Total number students who qualify: 6

8. Students receiving special education services: 11 %

70 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.

- |                                  |  |
|----------------------------------|--|
| <u>8</u> Autism                  | <u>1</u> Multiple Disabilities                 |
| <u>0</u> Deafness                | <u>0</u> Orthopedic Impairment                 |
| <u>0</u> Deaf-Blindness          | <u>18</u> Other Health Impaired                |
| <u>0</u> Developmental Delay     | <u>25</u> Specific Learning Disability         |
| <u>1</u> Emotional Disturbance   | <u>16</u> Speech or Language Impairment        |
| <u>0</u> Hearing Impairment      | <u>0</u> Traumatic Brain Injury                |
| <u>1</u> Intellectual Disability | <u>0</u> Visual Impairment Including Blindness |

9. Number of years the principal has been in her/his position at this school: 18

10. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below:

	<b>Number of Staff</b>
Administrators	2
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	31
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	12
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	4
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

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 21:1

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

<b>Required Information</b>	2018-2019	2017-2018	2016-2017	2015-2016	2014-2015
Daily student attendance	97%	97%	97%	97%	97%
High school graduation rate	0%	0%	0%	0%	0%

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 2019.

<b>Post-Secondary Status</b>	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes  No

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.

Our mission is "to facilitate maximum learning for every student."

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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Tyler Run Elementary School is a kindergarten through 5th grade elementary school serving a population of 651 students in Powell, 16 miles north of Ohio's state capital. In its 18th year of existence, Tyler Run is one of 15 elementary schools within the Olentangy Local School District, located in southern Delaware County. Delaware County is one of the fastest growing counties in the nation. While many cultures and nationalities are represented in our student body, a high percentage of our students would be considered upper middle class and white. In addition, the student body is composed of a wide variety of students, including those identified as gifted and students with a vast array of disabilities. The mission statement for Olentangy Local Schools is "to facilitate maximum learning for every student." The Tyler Run community adheres to the Olentangy Local Schools mission statement and works diligently everyday live to fulfill the mission.

Since Tyler Run opened in 2001, the staff has established a culture of empowering students to be leaders within the Tyler Run community. Tyler Run students are a part of the family beginning with kindergarten registration when new students are guided around the building by older students. This allows kindergartners to feel comfortable in the future school setting. Our 1st graders go camping at Camp Skeeter, write letters to parents, learn camping songs, and read in their sleeping bags. Second graders celebrate their writing during the Red Carpet Writing Celebration. They also research and write about their own cultures and share their writing with the Tyler Run community. Pioneer Day, for our 3rd graders, celebrates the Powell community in the 1800s by simulating a day in the life of a pioneer. The 4th graders engage in STEM (Science, Technology, Engineering and Math) experiences with the NHL Franchise Columbus Blue Jackets. During this partnership, the students creatively learn math and science, meeting Ohio's Learning Standards. Our 5th graders enjoy Junior Achievement BizTown, a simulation of the job responsibilities in a community, including mayor, business owners, etc. Students apply and interview for the job they would like. The mayor displays campaign posters and presents a speech to his/her community before the students vote. Fifth graders at Tyler Run experience a community graduation ceremony, clap-out, and design their individual memorable ceramic tile which is displayed in the hallways for future students to enjoy.

Tyler Run students form relationships across grade levels through multi-grade level buddies. The buddy classrooms share reading, writing and content-related projects. In addition, Tyler Run students are organized in Diversity Houses of K-5 students which remain constant throughout their time at Tyler Run. The groups design their own crest, tee-shirt and handshake! Teachers plan monthly meetings which focus on celebrating differences, kindness, and friendship. These Diversity Houses are like family units connecting students with instructional staff and each other.

Students have many opportunities for leadership at each grade level. Intermediate students plan, communicate, and implement our monthly Town Meetings; they create the agenda and emcee the actual event. For example, the students independently wrote the script for our winter celebration. Third through 5th grade girls learn life lessons through running in the Girls on the Run program. All 3rd-5th grade students are invited to participate in our building-wide run club after school and end their season by completing a 5K race on school grounds. Many Tyler Run parents participate with their child in this celebratory race. Fourth and 5th grade students can showcase their jump rope skills by being part of the Rumlbers Club which meets after school weekly to develop routines to present to the Tyler Run community.

Tyler Run also has a Caring Kids Club for students in kindergarten through 5th grade. This club meets monthly to spread kindness to our own Tyler Run and larger Delaware County community. Students serve meals at a local community center, walk for Autism Awareness, make scarves for the homeless, collect pajamas for Nationwide Children's Hospital NICU, and rake leaves for homebound seniors.

Perhaps the most remarkable attribute about Tyler Run Elementary School is the connection between staff and students. The caring nature of the staff runs deep for each child. Not only does the staff know each child as a learner, but also as an individual. Staff members often attend outside sporting events, dance performances, or musical recitals of their students. This forms a strong bond between school, home, and community. Because of these meaningful relationships established at school, the students strive to be the best version of themselves.

## **PART IV – CURRICULUM AND INSTRUCTION**

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### **1. Core Curriculum, Instruction, and Assessment.**

**1a.** Overall approach, which may include overarching philosophy or approaches common across subject areas

At Tyler Run Elementary we believe all students can learn and thrive in an environment that is supported by data-driven instructional decision making. This belief aligns with the mission statement for Olentangy Local Schools and Tyler Run “to facilitate maximum learning for every student.” We do this using several different approaches to instruction focusing on Whole Brain Teaching using a multisensory approach to teaching and learning. Harvard’s Project Zero Making Thinking Visible strategies are also used throughout classrooms at Tyler Run with the goal of increasing metacognition while also deepening the understanding across content areas.

Teachers employ a Multi-Tiered System of Supports (MTSS) in our classrooms for academic and behavioral support for all learners at Tyler Run. The MTSS team, including teachers from various disciplines, work together to ensure each Tyler Run student is learning to his/her potential. The team meets weekly to organize and analyze data to ensure we are reaching every child who needs additional support. We create a student success plan for each child who requires additional intervention. This plan is closely monitored by the classroom teacher and MTSS Team. The large majority of our students are successful in Tier 1. If a student shows a need for additional intervention, we schedule a Student Data Team meeting to discuss the student needs and strategies for support. For example, Tier 2 literacy interventions may include an additional daily session of guided reading, or additional support in the area of phonics, fluency, or comprehension outside of the classroom literacy block. When appropriate, students also utilize a computer-based, adaptive program to fill in instructional gaps in phonics, vocabulary, and comprehension. Students whose needs are not met through these interventions progress to Tier 3 of the process, which may include additional one-on-one targeted instruction. When a student shows success in Tiers 2 and 3, we then vary the support based on the student’s individual needs.

All Tyler Run classrooms utilize a workshop approach with an emphasis on inquiry. We believe that the workshop approach benefits all learners through whole group, small group, and individualized instruction. Grade level teams analyze summative and formative assessments which inform instruction. Next, the teacher analyzes these data and uses this information to make intentional teaching decisions based on the strengths and needs of the students in his/her classroom. We value supporting students' social-emotional needs as well as academic needs. We empower students to take ownership of their behavior by using self-regulation strategies taught and modeled by adults. Everyone works together to ensure we are facilitating maximum learning for all Tyler Run students.

**1b.** Reading/English language arts

At Tyler Run Elementary School, we believe all children can learn to read and write. To accomplish this, we use a responsive literacy framework in all of our K-5 classrooms. A responsive framework values authentic reading and writing, quality children’s literature, and, most importantly, teaching in response to the needs of individual students. We learn about student needs through formative data such as reading records, anecdotal records, developmental spelling assessments, and writing rubrics to understand student strengths and needs. Three times a year students complete a computer-based benchmark assessment to monitor progress in the areas of oral reading fluency, nonsense word fluency, letter naming, comprehension, and vocabulary. In addition, we administer the Fountas and Pinnell Benchmark Assessment System in the fall and spring of each academic year. All of these assessments help teachers design intentional instruction within the responsive literacy framework.

Our daily reading workshop block begins with an interactive read-aloud where students enjoy quality children’s literature and discussions focusing on understanding the text and illustrations. We use multidisciplinary text sets grouped together based on content, author studies, or genre so our readers can make connections across books. We design mini-lessons to teach children how to work together in the

classroom, how to analyze texts, how to use specific skills and strategies for reading, and how to write about their reading. All of our classrooms have daily independent reading time. This time is driven by student choice because students grow as readers through reading often and reading a wide variety of genres. While children are reading and writing independently, the teacher leads guided reading groups or has individual conferences with readers. We end the reading workshop with a sharing time so students can demonstrate what they have learned through the mini-lesson and independent reading and writing.

At Tyler Run, each child writes for authentic purposes daily. We believe that children need to learn about a variety of genres and how to write for a range of audiences. We teach this through explicit demonstration during a mini-lesson planned to meet the needs of the group and informed by the Ohio Learning Standards. Teachers often use Lucy Calkins' Units of Study as a resource to make instructional decisions. While students are writing independently, the teacher conferences with individuals or works with groups during guided writing. The writing workshop ends with a sharing time when several students showcase their learning.

Phonics, spelling, and word study at Tyler Run focuses on meeting individual needs via student inquiry. First, students are flexibly grouped based on developmental spelling assessments. Student groups start their instructional cycle with a teacher-guided lesson based on a spelling or word study principle developmentally appropriate for the group such as learning multiple ways words with long "A" are spelled or how syllabification influences word spellings. Students then independently study the principle through word study activities such as word walks, word sorts, and buddy sorts while the teacher works with other groups. The cycle culminates with an authentic assessment to demonstrate mastery of the principle which is used to plan the next learning cycle for the group.

This responsive literacy design supports each of our readers and writers along his/her journey toward a literate life. We believe this curricular approach develops motivated readers and writers who not only excel on standardized tests, but also have a lifelong love of reading and writing.

### **1c. Mathematics**

Tyler Run Elementary School believes all students can become successful mathematicians. Our classrooms organize instruction with a focus on students applying understandings beyond just the procedural methods. We hope to enable students to transfer mathematical thinking from the classroom to everyday experiences and strive for our students to be flexible problem solvers in and out of our classrooms.

Teachers at Tyler Run Elementary School have studied and implemented a workshop model for our instructional framework. We begin with a whole group opener to engage students in rich math discussion. These tasks are designed to be open-ended and accessible to all levels of learners. Our workshop then moves to a whole group mini lesson for direct instruction that is driven by anecdotal records, formative, and summative assessments. This assessment information is also used to guide the next step in our workshop model. Students work within flexible groups, partners, and/or individually for a block of time on student-centered learning opportunities. Each workshop concludes with discussion around the discoveries from student learning that day.

We monitor student growth in a variety of ways. AimswebPlus is used as a diagnostic assessment and to progress monitoring student growth. We also use a variety of vendor created assessments from Math in Focus, Eureka Math, and Engage New York in addition to common unit pre- and post-assessments that have been intentionally designed by grade-level teams. These assessments inform classroom instruction, enrichment, and interventions. We use a variety of resources to meet students' individual needs which include: math manipulatives, Chromebooks, and smartboards. In addition, students use ST Math, an online, spatial-temporal approach to math in which concepts are introduced through a visual approach. Students gradually move to interpreting symbols and math language.

At Tyler Run, students develop habits needed to adapt, adjust, and build upon their mathematical thinking. These habits are commonly referred to as the Standards for Mathematical Practice and are woven throughout our math workshop format. Students work to make sense of problems and persevere in solving them. While

persevering, students are learning to use appropriate tools strategically and discover patterns and structure within math concepts. These practices are encouraged routinely in math number talks. During whole group math discussions, students are exposed to many strategies for solving the same problem which creates opportunities for constructing viable arguments and critiquing the reasoning of others. With the use of math manipulatives and tools, students are also forming stronger understandings of mathematical concepts through modeling and concrete representations of math operations. One way we stretch our students to go beyond rote computation is encouraging them to explain their thinking and to arrive at an answer in a variety of ways.

Incorporating these mathematical practices into our math workshop framework offers our students a strong foundation to build upon throughout their educational career. This foundation to think mathematically reaches far beyond the classroom into the world in which they live.

#### **1d. Science**

At Tyler Run Elementary, we use an inquiry based approach to teaching science. Students are immersed in meaningful, collaborative experiences often using nonfiction texts and multimedia resources, such as the Discovery Education Science Techbook to introduce concepts and integrate science into their daily learning. Our students are very fortunate to have many specialized areas to engage in our scientific learning: an outdoor education center, a greenhouse, a makerspace to encourage creativity, and a bluebird trail. In our outdoor education center you may find a group of students or an entire class enjoying a guest speaker instructing or engaging students about the plants in our area. The greenhouse is usually full of students planting, observing, and questioning topics surrounding living organisms. In addition, our unique makerspace is always buzzing with students putting their engineering brains to work while exploring and learning about 21st century skills. Finally, on the bluebird trail, students observe, collect data, and aid in the survival of beautiful species of birds.

Starting in the early grades, students are immersed in learning the scientific process. By participating in experiments, students learn how to question, observe, and communicate via scientific thinking. By the upper grades, students have the foundational skills needed to extend their learning in areas of interest and the content standards. For example, in 4th grade, students participate in a STEM experience with the NHL Columbus Blue Jackets, a local professional hockey team. This experience uses the exciting game of hockey to teach STEM concepts and explore STEM careers through hockey. All of our students and families are also invited to a STEM night where guest scientists, parents, and staff provide a multitude of hands-on experiments.

Our ultimate goal at Tyler Run is to help students learn to explore their world by asking questions and making observations. We want our students to become lifelong learners who are participants rather than bystanders.

#### **1e. Social studies/history/civic learning and engagement**

The goal of our social studies instruction is to produce empathetic, informed, and involved citizens who will make a positive impact on our ever changing world. Students learn about our past and how it affects the present day through events such as Pioneer Day and taking field trips to historical sites. Further, students learn about economics and how citizens depend on one another to share their talents. Mastery of these topics culminate in fifth grade where our students participate in a simulated business community during a field trip to Junior Achievement BizTown. Students at Tyler Run Elementary gain appreciation for the importance of service to others during our Veteran's Day breakfast and assembly. Woven into the curriculum is the opportunity for students in every grade to understand and respect the cultures in other countries. Students recognize there are many fascinating differences, and there are also many similarities in our interdependent world. In addition, students participate in Autism and Down Syndrome awareness events to help students explore not only the challenges that these populations face, but also the gifts they have to share.

Two of the most meaningful ways that Tyler Run Elementary builds community and incorporates the social studies curriculum is through our building-wide TRES "Pawsitive" Promise and our Diversity Houses. Each

student is introduced to our TRES Pawsitive Promise which stands for: T=teamwork, R=respect, E=effort and S=spreading kindness. These are ideals that we hold our students and staff accountable for each and every day. In our Diversity House program, every student and staff member in our school is assigned to a multi-grade House that they will remain in throughout their entire time spent at Tyler Run Elementary. During monthly meetings, students have discussions, explore essential questions through multiple viewpoints, and formulate new knowledge about the world around us. These are just a few examples of how students learn about our history, celebrate differences, and engage with each other at Tyler Run.

**1f. For secondary schools:**

**1g. For schools that offer preschool for three- and/or four-year old students:**

**2. Other Curriculum Areas:**

Tyler Run Elementary students experience a myriad of other curricular opportunities to enrich their learning experience. All K-5 students receive 50 minutes of related arts instruction (music, art, physical education, library, or guidance) each day.

The music department at Tyler Run engages K-5 students in a variety of musical learning experiences. Through the Orff Schulwerk creativity framework, students use speech, song, movement, and instruments to create and notate their own compositions. The 50-minute lessons are sequenced by the State of Ohio Music Standards, including elements of 21st century learning skills. Kindergarten through 5th grade students celebrate their progress with a concert each year. Fourth and 5th grade students are given the opportunity to join instrumental groups like band and strings.

The Tyler Run art program aligns with the State of Ohio Visual Arts Standards. Art students learn to draw, paint, use ceramics, design sculptures, create collages and experience printmaking while in the art room. Our goal is to engage students actively in the art making process. The art program allows students the time to problem solve, think creatively, explore art making techniques and skill, and grow in their love and knowledge of art around them. Every spring, Tyler Run hosts an interactive art show to showcase at least one piece of artwork from each student. Guests are invited to visit stations set up around the school to create small pieces of artwork to take home. Intermediate students lead these art-making stations, placing them in a leadership role to guide participants in the art making process.

Tyler Run offers a comprehensive school counseling program which includes classroom guidance lessons, small group counseling, and individual counseling. Special small groups such as Skillbuilders (a group to address social skills), Children of Changing Families (for children from separated or divorced families), new student groups, and Stressbusters are offered.

Students experience physical education instruction either once per week (kindergarten, 1st, 3rd and 4th) or twice per week (2nd and 5th). Our developmentally appropriate curriculum is based on the Ohio Department of Education Physical Education standards and assessments. Our program has grown to include partnerships with the NHL's Columbus Blue Jackets, Kid's Heart Challenge, and The Ohio State University diving teams. Tyler Run Elementary Run Club meets each week in the fall and spring. Meetings encourage students in 3rd, 4th and 5th grade to stay healthy by walking and running. Students train for a 5K run/walk on the school grounds at the end of each season. All 4th and 5th grade students also have the opportunity to join Tyler Run Rumlbers, the school jump rope club. Members create original jump rope routines for various school assemblies. All Tyler Run students enjoy a yearly field day while competing in outdoor games and events.

Students in 4th and 5th grade volunteer as a school safety patrol member. Ohio AAA and a staff advisor help students take responsibility for keeping walkers safe on their way to and from school every day. Student members learn responsibility, cooperation, leadership, and confidence through training and team building opportunities throughout the year. Our school has been awarded grants from the AAA Ohio Auto Club as well as many Safety Patrol Hall of Fame inductees over the years.

The Tyler Run library media center is an open and active place for students and teachers to pursue their ideas, creativity, and interests. The media center programming is based on the standards and guidelines outlined by American Association of School Libraries and the Ohio Department of Education to create learning opportunities for students. During library instruction, students use the library's rich collection of print and digital resources for classroom research projects and independent exploration. They also learn how to navigate the world of information while learning good digital citizenship practices. The modern and new library media center was redesigned in 2019 with flexible and movable furniture that can be rearranged and reinvented to the purposes and needs of the patrons. The library media center boasts a brand new makerspace with kits and materials for STEAM instruction and development of creativity. Students and staff use this welcoming, flexible and innovative space openly throughout the school day and after hours.

### **3. Academic Supports:**

#### **3a. Students performing below grade level**

Tyler Run Elementary takes the district mission "to facilitate maximum learning for every student" to heart. We ensure that every child receives high quality instruction using the Response to Intervention (RTI) framework. This process is supported by a student data team composed of a classroom teacher, literacy specialist, school counselor, intervention specialist, school psychologist, administrator, and the student's parents/guardians.

All students in our building are part of RTI with high quality instruction in Tier 1. We identify students who are below grade level in a variety of ways: universal screeners, reading records, student work samples, and teacher observations to create a complete student profile of the child's strengths and needs. The data are analyzed and the student immediately begins to receive further classroom support through individualized Tier 2 interventions. During this time, a student monitoring plan is established and data are collected for a 6-8 week span. If the student continues to need additional support, the student data team comes together to decide if additional Tier 3 interventions are needed, or if the child needs to be formally assessed to determine if they require an individualized education plan.

At Tyler Run Elementary, we have scheduled teacher professional development to support our teachers as they design intensive classroom interventions to assist striving readers, writers and mathematicians. We have seen increases in successful interventions provided by the classroom teachers to accommodate the child's least restrictive environment. Because of the RTI process and intensive classroom instruction, students at Tyler Run Elementary are closing the gap at a higher rate than national average based on the data provided through our universal screener.

#### **3b. Students performing above grade level**

Across all content areas, students are given the opportunity to demonstrate mastery of the standards through formative and summative assessments. Students who provide evidence that they are able to understand and apply new learning are presented with extensions of the grade-level curriculum standards. Our high-performing students benefit from authentic practice in reasoning and critical thinking. They are also provided with high-interest challenges to encourage their resourcefulness, and rich opportunities to help them discover their full passion and potential as learners. Our belief is that through exploring the depth and breadth of the grade level standards, we can provide rigor and challenge for these students. This depth and breadth often involves application of concepts through project-based learning, group tasks, and through the use of technology. Strategies and thinking routines from the works of Cultures of Thinking and Making Thinking Visible by Ron Ritchart, as well as research from Project Zero of the Harvard Graduate School of Education are utilized to provide for creative, critical, and flexible thinking tasks. Careful consideration is given to subject and whole-grade acceleration for exceptional student candidates that have demonstrated a substantial difference in ability from their peers.

### **3c. Special education**

The focus of special education at Tyler Run Elementary School is to provide specially designed instruction for students with disabilities in the least restrictive environment. The intervention team works collaboratively with classroom teachers to provide instruction and accommodate student needs. We work to modify materials and assessments in a variety of settings to meet the individual needs of each student while focusing on the state standards. At times, an intervention specialist co-teaches with the general education teacher in the regular education classroom. Other times, specially designed instruction is provided individually or in small groups in either the regular classroom, intervention room, or specialized learning center.

Our specialists design individualized lessons based on each student's needs. They incorporate multisensory, systematic, sequential instructional methods during differentiation and enrichment periods. For students who require specific sensory accommodations, our specialists work together with all support staff members to design programs incorporating both movement and sound breaks throughout the day at designated times.

Olentangy Local Schools has been deemed as an accredited Orton-Gillingham Training Program by the Academy of Orton-Gillingham Practitioners and Educators; therefore, all intervention specialists have received certification and consistently use Orton-Gillingham teaching practices to support students with dyslexia and other reading-based learning disabilities. Olentangy Local Schools is leading the nation in being the first public school district to have an Orton-Gillingham accredited training program. In addition, a variety of programs are used to support students' phonemic awareness, visualizing, verbalizing, executive functioning skills, and math reinforcement skills.

Our special needs population has seen a tremendous response to these interventions. The state of Ohio performance index goal for students with disabilities for 2019 was 59.6, whereas the performance index for Tyler Run Elementary students with disabilities was 101.6.

### **3d. ELLs, if a special program or intervention is offered**

### **3e. Other populations (e.g., migrant), if a special program or intervention is offered**

Our unique population at Tyler Run Elementary School requires a significant focus on gifted education. Our ultimate goal is to ensure that all of our students are engaged, challenged, and supported through the use of differentiated instruction and extension of the curriculum. We aim to do this through a three-part design which involves grouping students, co-teaching, collaboration, and instructional coaching. We utilize the cluster grouping model in which students with exceptional learning needs are purposefully grouped and integrated into heterogeneous classrooms which are supported by our gifted intervention specialist through a co-teaching model. In addition, our gifted intervention specialist works directly with teachers and grade-level teams to provide ongoing professional development as well as responsive instructional coaching. With nearly 160 students ranging from third to fifth grade with a gifted identification, we continue to empower our classroom teachers with the training and coaching needed to provide for the academic, as well as the social and emotional needs of our students who are gifted. Collaboration and coaching with colleagues, purposeful placement of students, and co-teaching within the classroom, strengthen instruction which enables us to effectively reach such a large population.

## **PART V – SCHOOL CLIMATE AND CULTURE**

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### **1. Engaging Students:**

Our goal at Tyler Run Elementary School is to engage students in a positive way to support their growth socially, emotionally, and academically. We create a community of learners where everyone feels valued through academic opportunities built into the school day and clubs established to encourage building community amongst the students.

The Tyler Run community celebrates diversity and differences through the creation of cross-grade level houses. At our Diversity House meetings, our instruction always focuses on the Tyler Run “Pawsitive” Promise (Teamwork, Respect, Effort, and to Spread Kindness). This behavior is encouraged daily and rewarded at a Town Hall meeting celebrating students who demonstrate these leadership behaviors.

Tyler Run encourages students to be active, engaged, and healthy through participation in Jump Rope for Heart and Rumlbers, the jump rope club. Jump Rope for Heart is a national fundraiser that Tyler Run students have participated in for 12 years and have raised over \$190,000 for this important cause. Rumlbers meets weekly after school to encourage healthy habits through their club participation and performances at school community events.

Students in 4th and 5th grade can volunteer to be a school safety patrol member. Ohio AAA and a staff advisor help students take responsibility for keeping walkers safe on their way to and from school every day. Members learn responsibility, cooperation, leadership and confidence through training and team building opportunities throughout the year. We have been awarded grants from the AAA Ohio Auto Club and many students have been inducted into the Safety Patrol Hall of Fame over the years.

Tyler Run encourages students as leaders throughout the building. Tiger Leaders is the student council and their work focuses on the school community with students as the decision makers. Tyler Run News Crew started in 2019-20 funded by a grant from the Olentangy Education Foundation. The news crew writes, produces, and delivers the school news just like a news broadcast on television. The Tyler Run Photography Club learns about photography while documenting for the school yearbook.

### **2. Engaging Families and Community:**

Tyler Run highly encourages and welcomes parents’ and local community members’ participation with our school community. Tyler Run has a strong relationship with our Parent Teacher Organization (PTO) and local businesses throughout the community. The mission of the Tyler Run PTO is to enhance educational opportunities for students and encourage positive community spirit among students, families and staff.

Tyler Run is present in a variety of community events throughout the year. The PTO organizes a Fall Festival and Walk-a-Thon for students and community members. During the school day, students and staff walk one mile through the neighborhood wearing Tyler Run tee-shirts sponsored by local community businesses. In the evening, Tyler Run is transformed into a festival with inflatables, games, musical acts, food trucks and other local area business activities. The PTO also hosts: Donuts with Grownups, Family Pottery night, STEAM night, Center of Science and Industry, Columbus Zoo on Wheels, BINGO night, and the Tyler Run Talent Show. These events allow families to engage in a positive social setting, strengthen relationships, and establish connections.

Tyler Run also strives to develop a strong community of students, teachers, and staff at school. At the beginning of the year, we schedule a Kindergarten play date to help incoming students feel comfortable with a new school and new friends. The Open House for K-5 provides parents the opportunity to engage with the teacher. In addition, teachers plan a curriculum night to inform parents about the academic content of the coming year. Primary teachers encourage parents to be “Mystery Readers” who surprise students by coming to the classroom to read aloud a favorite book. Tyler Run has a variety of clubs to engage students and the community such as the Caring Kids Club. The Caring Kids Club has over 100 Tyler Run student members

and focuses their work on giving back to the community. In recent years, the Caring Kids Club has donated food and clothing to the less fortunate, served at a local food pantry, raked leaves for the elderly, and made blankets and scarves for foster children and the homeless. This club was honored by the Delaware County Foundation for their commitment to the community and received the “Outstanding Youth Group” award for 2019.

Olentangy Local Schools is fortunate to offer an extensive Mentorship Program for its high school students interested in becoming educators. Tyler Run Elementary School has hosted several students enrolled in the Teacher Academy Program who are mentored by Tyler Run teachers. This relationship solidifies the high school student’s professional choice and provides the students at Tyler Run Elementary School an exemplary mentor who actively engages with children in classrooms. Many former Tyler Run students have returned in this role as a way of giving back to the Tyler Run community.

### **3. Creating Professional Culture:**

Creating a professional culture is central to the success of Tyler Run Elementary School. Our professional culture is created through a variety of professional learning opportunities and a building-wide focus on building relationships amongst colleagues.

Tyler Run takes a collaborative approach to enhance teacher capacity which increases student learning. At the building level, teachers have 50 minutes of common grade level academic planning time each day to collaborate with grade level teachers. In addition, twice a month, the Building Leadership Team and Literacy Team work to plan professional development for the 30-minute staff meetings. Olentangy Local Schools also schedules 3 professional days each year designed for the whole staff to work together. At the district level, the Olentangy Professional Development Academy offers courses led by teachers in the district for any district employee.

Other professional learning opportunities include: district, building and grade level professional development, classroom support provided by the literacy and gifted specialists, and weekly collaboration with colleagues. Teacher leaders from various disciplines structure, plan, and execute professional learning based on their experience and expertise. Many staff attend summer professional learning together at a national level, then prepare a presentation to the staff. In addition, teachers often host and participate in professional book studies guided by the latest research and interest.

Social-emotional care is important at Tyler Run for both students and staff. Because we value social-emotional health, the staff at Tyler Run works hard to plan social times during and after the school day. These socials help create the unique community at Tyler Run. The social committee plans a variety of different activities every year to foster team building. Each month different staff members come together to host breakfasts and luncheons. Every year we celebrate the Super Bowl with a “Souper” Bowl party with the contributing soup winning the proud designation of “Souper Bowl MVP.” Workout Wednesdays, hosted by a teacher leader, are popular amongst the staff. Out-of-school team building activities have included: ax throwing competitions, ropes courses, escape rooms, and community scavenger hunts.

A positive learning community and quality interpersonal relationships are what makes Tyler Run a special place to work. Tyler Run staff embraces the “work hard, play hard” philosophy that helps to build our positive climate and culture. We take pride in making sure everyone who walks in the door feels like a part of our community.

### **4. School Leadership:**

Tyler Run believes that shared leadership is important. We have leadership structures in place to empower leaders throughout the building. We utilize leadership through a team approach: the administrative team, the Building Leadership Team, Literacy Team, and also teacher leaders.

The Tyler Run administration philosophy is deeply rooted in the servant leadership approach of love, serve, and care. The administrative team strives to make sure staff voices are heard in order to have coherent

ownership in building decision making. They want all staff to feel valued and appreciated for who they are and the attributes they bring to the community. Because each staff member feels supported and valued, they are inspired to bring their best selves to work. Teachers embrace this philosophy and are eager to take on different leadership opportunities because they feel valued.

There are several ways teachers become leaders at Tyler Run Elementary School. One way is their participation on the 8-member Building Leadership Team (BLT). Members of the BLT must be willing to lead; they have a great deal of responsibility related to curriculum, instruction, and assessment. Most importantly, their focus is on student achievement. The team meets on a regular basis; many meetings are focused on upcoming professional learning opportunities that directly affect student achievement. Focus is squarely placed on our mission “to facilitate the maximum learning for every student.”

Teachers also take on leadership roles in other ways at Tyler Run. Tyler Run teachers are often seen around the building hosting different before or after school clubs that include: The Caring Kids Club, Run Club, Girls on the Run, Photography Club, Spelling Bee, Enrichment Club, STEAM Night, Tyler Run News Crew, Garden Club and Rumlbers (jump rope club).

Tyler Run has success because of the philosophy of shared leadership being embraced by all. We are better together. The leadership teams established at Tyler Run help us to maximize learning opportunities for all our staff and students.

## **PART VI - STRATEGY FOR ACADEMIC SUCCESS**

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Tyler Run believes in educating the whole child. The students at Tyler Run are successful due to the complete integration of social-emotional learning opportunities into the curriculum. Recent research (Durlak, et. al, 2011) suggests that children who have had social-emotional learning opportunities demonstrated improved skills in attitudes, behaviors and academic performances. These children feel more connected to school and, thus, perform better on standardized tests. The social-emotional competencies of the students at Tyler Run have increased recently because of the focus on social-emotional health.

The staff at Tyler Run work to create meaningful lessons integrating opportunities for social-emotional growth into all disciplines. Teachers and support staff at Tyler Run have embraced the notion of learning outside of the normal school day to support students through reading the most recent research and attending professional learning opportunities led by national and regional experts in the field. The training has included work around Zones of Regulation curriculum (helping children and adults self-monitor emotions), self-regulation, managing emotions, and understanding others. These learning opportunities have been highlighted at our building level professional meetings as we work together to share classroom ideas. The highlights from the staff's research and learning have included an emphasis on creating social stories, small group skill builders, and morning meetings focusing on community building. In addition to classroom lessons, the students at Tyler Run have regular guidance lessons that focus on social-emotional health. The guidance counselor uses a variety of social-emotional curricula to best meet the needs of all Tyler Run students in whole group and small group opportunities. These curricula are utilized by both teachers and the guidance counselor to provide opportunities for students to learn important life skills.

With the deliberate emphasis on social-emotional health at Tyler Run Elementary, we have seen an increase in academic achievement and a decrease in office referrals. The children at Tyler Run have developed important life skills as a direct result of our focus on self-regulating behaviors, managing emotions, and understanding others. Our goal is for our students to become socially and emotionally prepared and productive members of society as a result of the focus placed on developing optimal social-emotional health.

Durka, J.A., Weissberg, R.P., Dymnicki, A.B., Taylor, R.D. & Schellinger, K.B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school-based universal interventions. *Child Development* 82(1), 405-432.