



Guardrail Monitoring Report

Month: March (Postponed in January due to weather)

Year: 2026

Guardrail 1 (Life Skills):

The superintendent shall not fail to ensure that life skills learning is incorporated into the student educational experience.

Interim Guardrail 1A (Collaborative Problem-Solving or Project-Based Learning):

ON TRACK ▾

The percentage of students in grades 4, 6, and 8 participating in a district-supported collaborative problem-solving or project-based learning experience will increase from 0% in baseline participation in May 2025 to 85% teacher participation in all three grades by May 2028, as measured by district supported pacing guides, school-submitted evidence, and teacher participation data.

Interim Guardrail 1B (Classroom Discussion):

ON TRACK ▾

The percentage of schools where at least 50% of classrooms demonstrate effective classroom discussion strategies as part of strong Tier 1 instruction will increase from 0% in May 2025 to 70% by May 2028, as measured by the classroom discussion-focused classroom visit tool aligned to the OKCPS Instructional Framework.

Interim Guardrail 1C (Study Skills)

ON TRACK ▾

With support from the Family and Community Engagement team, the percentage of schools that provide students and families with access to a digital or physical study skills toolkit will increase from 0% in May 2025 to 80% by May 2027, as measured by site distribution logs and engagement tracking data.

Guardrail Overview

Guardrail 1 states that the superintendent shall not fail to ensure that life skills learning is incorporated into the student educational experience. In Oklahoma City Public Schools, life skills are clearly defined through our Profile of a Graduate, which articulates the competencies we expect every student to develop before graduation. These competencies extend beyond academic knowledge and include collaboration, communication, resilience, ethical decision-making, and civic responsibility.



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Interim Guardrail 1A Rationale

Why Interim Guardrail 1A Matters

Collaborative problem-solving and project-based learning help ensure that life skills are intentionally built into classroom instruction. This interim guardrail supports Guardrail 1 by making life skills visible and measurable in daily practice.

Through these learning experiences, students:

- Practice critical thinking and apply academic skills to real-world problems
- Build communication and teamwork skills by working with peers
- Develop perseverance and learn to manage challenges
- Take responsibility for their work and contribute to group success
- Strengthen skills that align directly to our Profile of a Graduate competencies

By setting a clear participation goal in grades 4, 6, and 8, the district can monitor progress and ensure that life skills learning is consistently incorporated into the student educational experience.

Interim Guardrail 1A: Key Vocabulary

1. **Collaborative Problem-Solving**

A learning and working approach in which students think and work together to solve complex problems. It requires students to explain their thinking, justify their ideas, ask questions, and refine their understanding using a “figuring out” mindset.

2. **Project-Based Learning**

A curriculum design approach in which learning is organized around an extended project that results in a final product or presentation. Projects may include authentic problem solving and allow students to apply academic knowledge in meaningful ways.

3. **STEM**

An acronym for Science, Technology, Engineering, and Math. STEM learning integrates these subjects to promote critical thinking, problem-solving, and real-world application of skills.



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Interim Guardrail 1A: Measurement

Instructional Practice & Student Evidence

- **Teacher implementation of PBL activities** – Teachers will actively design and facilitate collaborative problem-solving and project-based learning experiences.
- **Student artifacts and evidence of learning** – Student work products, projects, and other artifacts will be collected to show engagement and mastery.
- **Teacher-identified examples of exemplary work** – Teachers will highlight high-quality examples of student learning to demonstrate effective practice.

Where We Measure

- 4th Grade – STEM
- 6th Grade – Science
- 8th Grade – Social Studies

How We Measure

- **Implementation survey** – Teachers will complete a Google Form each semester to report PBL implementation in their classrooms.
- **Student artifacts** – Collected and reviewed to provide tangible evidence of learning and collaboration outcomes.

Interim Guardrail 1A: Initiative Priorities

- Ensure every student has access to equitable, meaningful, and impactful learning experiences that build essential life skills.
- Implement high-quality collaborative and project-based experiences that foster student teamwork, problem-solving, and real-world readiness.
- Support students in engaging deeply with content while developing critical thinking, creativity, and resilience needed for lifelong success.



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Interim Guardrail 1A: Project Timelines and Milestones

This timeline outlines the key phases and milestones for implementing collaborative problem-solving and project-based learning. It demonstrates our plan to meet the SMART goal by May 2028 and shows the board how progress is being monitored.

Phase 1: Curriculum Selection and Data Collection Systems (Fall 2025) – Completed

- Selected high-quality instructional materials across grade levels:
 - 4th Grade STEM: *Engineering is Elementary*
 - 6th Grade Science: *OpenSciEd – 6.6 Cells & Systems: How do living things heal?*
 - 8th Grade US History: *iCivics*
- Developed systems to track student learning and implementation fidelity, including the Guardrail 1A teacher survey.

Phase 2: Implementation Plan and Supports (Spring 2026) – Completed

- Established structures, resources, and coaching supports for effective rollout of PBL and collaborative problem-solving experiences.

Phase 3: Teacher Training (Spring and Summer 2026)

- Provide targeted professional learning to ensure high-quality implementation across all participating classrooms.
- Focus training on effective facilitation of collaborative problem-solving and project-based learning, aligned to selected curriculum.

Phase 4: Progress Monitoring (Fall 2026 and Ongoing)

- Regularly review implementation and student learning data to track progress toward the 2028 goal.
- Identify areas for additional support or adjustments to ensure all classrooms are meeting participation and quality targets.
- Begin capturing teacher survey data and student artifacts.

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Interim Guardrail 1B Rationale

Why Interim Guardrail 1B Matters

Effective classroom discussion is a powerful part of strong Tier 1 instruction. When students regularly engage in meaningful discussion, they deepen their understanding of academic content while also building important life skills. This interim guardrail supports Guardrail 1 by ensuring that life skills are developed through daily instruction, not separate programs.

Through effective classroom discussion, students:

- Strengthen critical thinking by explaining their reasoning and responding to others
- Practice clear communication and active listening
- Learn to respect different perspectives and engage in productive dialogue
- Build confidence in sharing ideas in an academic setting
- Develop collaboration and interpersonal skills aligned to our Profile of a Graduate competencies

By increasing the percentage of schools where classroom discussion strategies are consistently implemented, the district ensures that life skills such as communication, collaboration, civic awareness, and resilience are intentionally embedded in everyday learning experiences.

Interim Guardrail 1B: Key Vocabulary

1. **Equitable Contribution**

The practice of ensuring every student, regardless of confidence level or language proficiency, has an equal opportunity and responsibility to participate. For example, in a Jigsaw activity, the group cannot succeed unless every “expert” shares their specific knowledge.

2. **Scaffolding**

Temporary support, such as sentence stems or graphic organizers, provided to students to help them successfully learn a new task or concept.

3. **Discourse**

Structured academic conversation in which students think, speak, listen, and take ownership of ideas to deepen their understanding.

4. **Tier 1 Instruction**

The high-quality, core instruction that all students receive in the general education classroom.

5. **Effect Size (0.82)**

In educational research by John Hattie, effect size is a standard measure used to describe the impact of a specific instructional strategy on student achievement. An effect size of 0.82



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indicates a strong positive influence on student learning outcomes.

Interim Guardrail 1B: Measurement

What We Measure

- **Frequency and quality of four core instructional strategies**
 1. Think–Pair–Share
 2. Partner Summarizing
 3. Jigsaw
 4. Claim–Evidence–Reasoning (CER)

What Observers Look For

- **Accountable Talk** – Students build on one another’s ideas in meaningful ways.
- **Equitable Contribution** – All students actively participate, regardless of confidence or language proficiency.
- **Structured Discourse** – Conversations are focused on academic content and idea development, not casual or off-topic talk.

How We Measure

- Observers use the **classroom discussion-focused classroom visit tool**, aligned to the OKCPS Instructional Framework, to collect evidence of strategy implementation and quality during Tier 1 instruction.

Interim Guardrail 1B: Initiative Priorities

- Refine and implement focused classroom visit tools (“Look-Fors”) to observe and support high-quality discussion.
- Develop a clear one-page guide for teachers outlining effective classroom discussion strategies.
- Provide training for administrators, teachers, and instructional coaches on the four core discussion strategies: Think–Pair–Share, Partner Summarizing, Jigsaw, and Claim–Evidence–Reasoning (CER).
- Offer classroom management supports such as timers, voice level expectations, and consistent routines to ensure discussions are productive and equitable.



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Interim Guardrail 1B: Project Timelines and Milestones

This timeline outlines the phased approach to implementing effective classroom discussion strategies and building student life skills. It provides the board with confidence that implementation is intentional, structured, and aligned to the 2028 SMART goal.

Phase 1: Development & Baseline (Summer 2025)

- Finalize classroom visit “look-for” tools to observe effective discussion strategies.
- Develop teacher resources, including one-page guides for core discussion strategies.
- Collect baseline data on current discussion practices in classrooms.

Phase 2: Foundation (2025–26)

- Implement foundational strategies: Think–Pair–Share and Partner Summarizing.
- Provide training and coaching to teachers and instructional coaches to support consistent implementation.

Phase 3: Complexity (2026–27)

- Implement more complex strategies: Jigsaw and Claim–Evidence–Reasoning (CER).
- Continue professional learning to deepen teacher skill and student engagement.
- Monitor classroom discussion for equitable participation and accountable talk.

Phase 4: Mastery & Scaling (2027–28)

- Establish model classrooms to showcase exemplary discussion practices.
- Provide peer coaching for teachers to sustain high-quality discussion strategies.
- Ensure scalability and sustainability across all targeted classrooms.



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Interim Guardrail 1C Rationale

Why Interim Guardrail 1C Matters

Access to a study skills toolkit supports both academic success and the development of important life skills. Study skills go beyond completing assignments. They include executive functioning skills such as organization, time management, goal setting, and self-monitoring. These are transferable skills that students will use throughout school and into adulthood.

This interim guardrail supports Guardrail 1 by ensuring that students and families have practical tools to strengthen habits that lead to independence and responsibility. When students build strong study habits, they:

- Learn to manage their time and tasks effectively
- Set goals and track their own progress
- Develop responsibility and self-discipline
- Build confidence in their ability to succeed
- Strengthen skills connected to our Profile of a Graduate, especially being Resilient and Self-Aware, Future-Focused and Goal-Oriented, and Academically Prepared and Motivated

By increasing the number of schools that provide access to a study skills toolkit, the district ensures that life skills are supported not only in classrooms, but also at home through strong family partnership.

Interim Guardrail 1C: Key Vocabulary

1. **Study Skills**

The strategies and habits students use to learn effectively. These include organizing work, managing time, staying focused, remembering information, and preparing for assignments and tests.

2. **Academic Support Tools**

Structured strategies, resources, and routines that families use at home to reinforce classroom learning, strengthen foundational skills such as reading, writing, math, and attention, and help children build independence, confidence, and effective learning habits.

3. **Executive Function**

A set of brain-based skills that help students plan and organize their work, manage time, stay focused, remember instructions, and complete tasks. These skills support effective studying, problem-solving, and self-control in school.



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Interim Guardrail 1C: Measurement

What We Measure

- **Toolkit Access** – Percentage of schools providing students and families with digital or physical study skills resources.
- **Use of Tools by Families** – Participation in workshops and access to online resources.
- **Progress Monitoring** – Identify gaps in toolkit distribution or use and adjust supports across schools and grade bands.

How We Measure

- **Site Distribution Logs** – Track which schools have provided toolkits to students and families.
- **Engagement Tracking Data** – Monitor family participation in workshops and website usage to ensure tools are being actively used.
- **Ongoing Review** – Analyze data regularly to inform targeted supports and improvements.

Interim Guardrail 1C: Initiative Priorities

Elementary

Purpose: Help families make learning fun, build good habits, and support foundational academic skills at home.

Focus Areas:

- **Building Good Learning Habits** – Help students develop regular routines for studying and completing work.
- **Making Learning Fun and Engaging** – Use games, reading challenges, and interactive activities to strengthen reading, writing, and math.
- **Using Academic Support Tools** – Give families simple tools to help their children practice skills at home.

Key Learning Targets: Clear grade-level goals in reading, writing, math, and foundational skills so parents know what to support.

Fun & Engaging Activities: Activities like games and challenges that make learning enjoyable while practicing important skills.

Learning Routines & Habits: Short, consistent study sessions, organized materials, and predictable



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homework routines.

Digital Support Tools: Guidance and access to online resources to support learning at home.

Secondary

Purpose: Help families support students in taking charge of their learning and becoming more independent.

Focus Areas:

- **Developing Study and Executive Function Skills** – Help students organize work, manage time, stay focused, and use supports effectively.
- **Building Routines and Independent Learning Habits** – Support students in setting schedules, tracking goals, and monitoring their own progress.
- **Using Academic Supports** – Help students use online tools and resources to strengthen learning.

Study & Executive Function Skills: Skills students need to plan, stay organized, focus, and finish work independently.

Routines & Self-Monitoring: Use daily or weekly schedules, track assignments and grades, and reflect on progress.

Digital Support Tools: Guidance for using platforms like ST Math, Read180, and IXL to support learning at home.

Interim Guardrail 1C: Project Timelines and Milestones

This timeline outlines the phased approach to providing students and families with study skills toolkits. It ensures the initiative is implemented strategically and monitored effectively to reach the 2027 SMART goal.

Fall 2025: Planning and Alignment

- Define what study skills include and map them to the Profile of a Graduate competencies.
- Inventory existing resources and supports.
- Narrow the focus and define the strategic intent for the toolkit initiative.

Spring 2026: Strategy Design and Toolkit Development



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- Finalize the overall strategy for the initiative.
- Develop the study skills toolkit for elementary, middle, and high school students and families.

Fall 2026: Toolkit Launch

- Launch toolkits across elementary, middle, and high schools. Provide training to schools around best family engagement strategies related to the resources.
- Align FACE (Family and Community Engagement) Free Family Workshops, where applicable, to toolkit contents to support families in using the resources.

Spring 2027: Monitoring and Adjustment

- Monitor toolkit access, usage, and impact on student learning and family engagement.
- Make adjustments as needed to improve effectiveness and reach.

Ongoing: Access and Engagement Tracking

- Track toolkit distribution and usage across schools and grade bands.
Ensure alignment to student learning goals and life skills development.