

# Oakcrest Intermediate

N2 Learning Innovative Schools Application

Oakcrest Intermediate School

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## Overview and Background

Oakcrest Intermediate is a high-performing campus built on a strong foundation of dedicated educators who are deeply committed to student success. Our campus culture reflects a shared belief that learning should be engaging, meaningful, and responsive to the diverse needs of every learner. As a model Great Expectations campus and a recognized model Professional Learning Community (PLC) campus, Oakcrest has consistently demonstrated excellence through collaborative structures, instructional alignment, and a relentless focus on student learning. While our academic success is evident through improved state assessment performance and significant gains in student growth measures, our work continues to evolve as we refine how students actively drive their own learning experiences.

## Focus Areas

Oakcrest's transformational target is **learner-driven engagement**, aligned with **Article II of the Visioning Document**, with a specific emphasis on:

- **II(g):** Content standards serving as flexible frameworks that support teachers and students in designing meaningful learning experiences that motivate student success.
- **II(d):** Instruction that respects and values students' multiple intelligences, talents, and strengths while providing opportunities for all students to experience success.

Our teachers identified student engagement as the critical area for continued growth. While teachers consistently demonstrated creativity and innovation through instructional design and learning environments, our next phase of transformation centered on intentionally embedding student choice, voice, and ownership into daily learning experiences.

## Work

Our guiding belief is that standards are not the goal, but the framework through which meaningful, engaging learning experiences are created.

Aligned to Article II(g), our teams intentionally use content standards as flexible frameworks that guide learning design rather than limit it. Through our PLC structures and weekly collaborative meetings, teachers analyze essential standards and design learning experiences that motivate student success while allowing for varied pathways toward mastery. This work reflects a deliberate shift from coverage and compliance toward engagement, application, and ownership of learning.

Teachers design instruction that provides students with meaningful choice in how they learn, how they demonstrate understanding, and how they apply knowledge. This belief is evident across classrooms through practices such as RLA book clubs, project-based learning

opportunities, and performance tasks that allow students to select topics, products, and presentation formats aligned to their interests and strengths.

To further cultivate learner-driven engagement, Oakcrest classrooms reflect intentionally designed environments that inspire curiosity and belonging. Teachers have long excelled in creativity through room transformations and immersive learning experiences; however, our work has evolved to intentionally incorporate student choice within those environments, allowing students to select learning journeys, activities, and challenges that align with academic standards. Initiatives such as Wildcat Den choice boards, Culture Night projects, artifact-based research, and maker spaces provide students with opportunities to engage deeply while honoring diverse learning preferences.

Maker spaces, in particular, reflect our commitment to balanced learning experiences by offering hands-on, collaborative opportunities that challenge students cognitively while stepping away from constant technology use. Additionally, clubs and extracurricular opportunities extend student voice beyond the classroom, reinforcing that learning and talent development are valued across all settings.

## **Results**

Our collaborative work and instructional alignment resulted in continued improvement on state assessments and notable gains in student growth measures. More importantly, classrooms across the campus reflect high levels of student engagement, curiosity, and ownership of learning.

Students are actively involved in selecting learning paths, demonstrating understanding through varied modalities, and applying content in authentic ways. Teachers report stronger student motivation, increased perseverance, and improved discourse around learning goals. These outcomes validate our belief that **engagement and rigor are not competing priorities, but mutually reinforcing outcomes.**

Oakcrest's culture now reflects a learning environment where students feel valued for their strengths, teachers feel empowered as designers of learning, and collaboration is purposeful and student-focused.

## **Conclusion**

Oakcrest Intermediate is proud of the progress made in transforming learning through intentional focus on learner-driven engagement. While we celebrate our success as a model PLC and high-performing campus, we recognize that this work is ongoing. Our commitment to **Article II** ensures that content standards guide learning without limiting creativity, and that all students experience success through instruction that honors their unique talents and intelligences.

As we continue this journey, Oakcrest remains dedicated to refining practices that elevate student voice, deepen engagement, and prepare learners to thrive in an ever-changing world. Our transformation reflects not a final destination, but a sustained commitment to growth, innovation, and excellence for every student.