North Woods Elementary School Spotlight

September 28, 2026

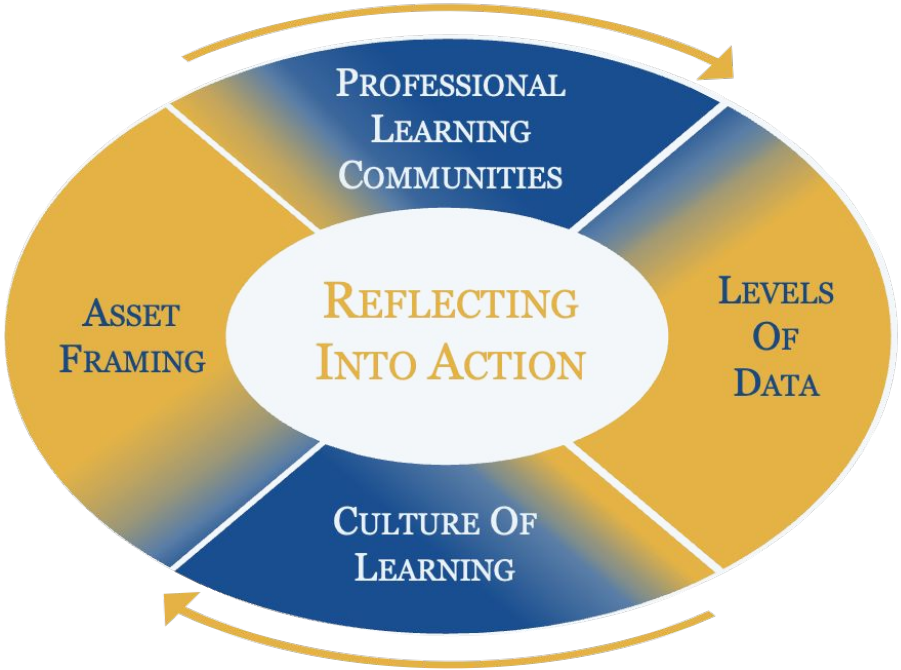
Our North Woods Leadership Team

Jenny Berg	Principal
Jennifer Fuzzey	Associate Principal
Annie Maikkula	Classroom Teacher
Annie Turunen	Literacy Specialist

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Our Adult Learning Culture Informs Student Experience

"Excellence. For Each and Every Student."



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Our School Growth Plan and Data

Link

BUILDING SMART Goal #1 (Academic Achievement Goal) ★ Success & Mastery

A SMART goal is one that is **S**pecific, **M**easurable, **A**ttainable, **R**elevant, and **T**ime-based. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable; including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

All students in Kindergarten to 5th grade at North Woods Elementary who were in the Some/High risk range in the FALL will make Aggressive Growth in the SPRING.

BUILDING SMART Goal #2 (Student Experience Goal)

A SMART goal is one that is **S**pecific, **M**easurable, **A**ttainable, **R**elevant, and **T**ime-based. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable; including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

100% of students will meet literacy goals as determined by each PLC's skill focus based on grade-level standards by May 31, 2027.

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WRAP Overview

Wayzata Reflection (into) Action Plan is a regularly scheduled, **collaborative general education team** focused on identifying and responding to the needs of students who require additional **academic, social-emotional, behavioral, or articulation support.**

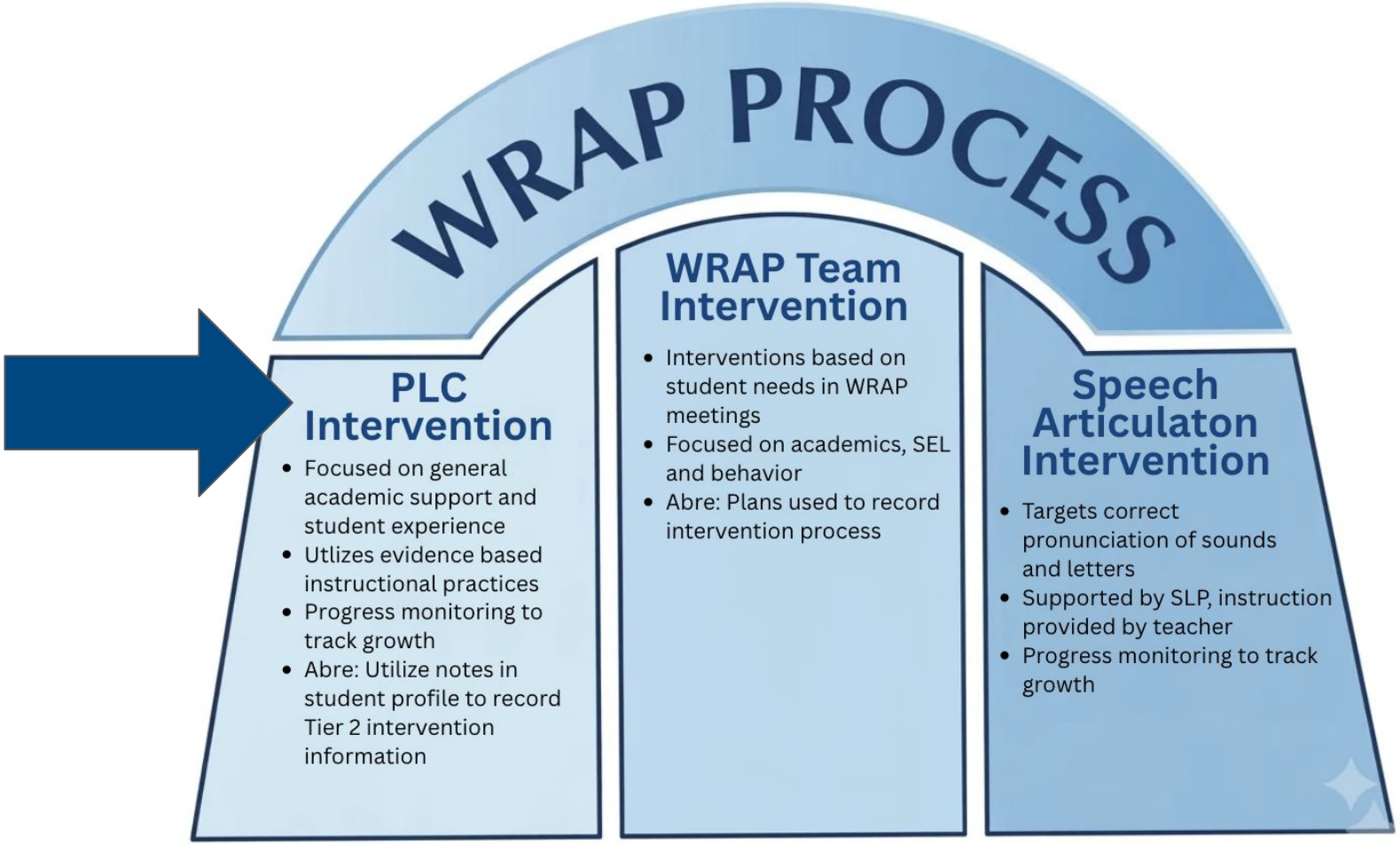
Through a consistent process of **reflection, problem-solving, and action,** teams identify **targeted supports** and **monitor their impact.** This process serves as an engine of our Equity Commitment, helping ensure that **each and every** learner receives the support they need to thrive.

WRAP Core Objectives

- Strengthen Tier 1 Instruction: Collaborate to make universal instruction more intentional.
- Reflect on Strengths: Shift focus toward student assets and cultural behaviors.
- Data-Driven Action: Use "Street-level" and "Map-level" data to create SMART goals.
- Instructional Shifts: Document and monitor changes in adult practice to support student growth.



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PLC, Grade 2 Action Steps

1. What is your SMART Goal or Collaborative Inquiry Question?

- 100% of 2nd-grade students will be able to decode low-frequency vowel and consonant spellings, as measured by the CORE Phonics Survey to grow or support grade-level phonics instruction by May 14, 2027.

2. How might this focus impact the experience of your student (or those you support)?

- Looking back to kindergarten and 1st grade and tailoring our goal to our students' needs
- Drive small group instruction and what we will focus on with OG
- Drive whole group Word Study instruction

3. How will you monitor progress?

- CORE Phonics Survey 3 times per year
    - Using the data to move from informing to action

4. What action steps will you take?

- Whole Group OG
- Word Study
- Small Group OG in sets
- Taking data and making actionable steps
- Learning walks
- Adding a writing intervention - meet with Lindsay Seim

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What is the CORE Phonics Survey?

A literacy assessment used to identify a student's strengths and needs in **phonics and word-reading skills**. It is commonly used with elementary students to determine which phonics skills need additional instruction or intervention.

Progression of Skills

- Letter names & sounds
- Short vowel sounds
- Consonant blends
- Consonant digraphs (sh/ch/etc.)
- Long vowel patterns
- Silent E words
- Vowel teams (ai/ee/etc.)
- R-Controlled vowels (ar/er/etc.)
- Variant Vowels (oi/oy/etc.)
- Multisyllabic words
- Nonsense words

What specific phonics skill does this student need next?

Informs teacher on next steps for small group instruction & whole group needs

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Whole Group Word Study Instruction/OG Sample



I can review the spellings for the long i and long u sounds

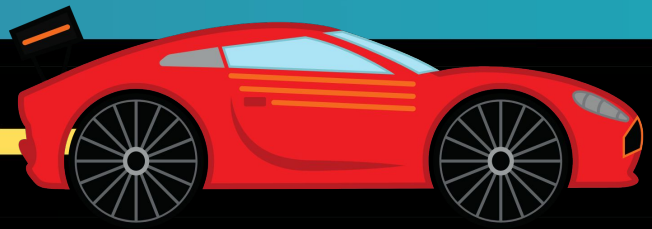


I can read words with long i and long u spellings

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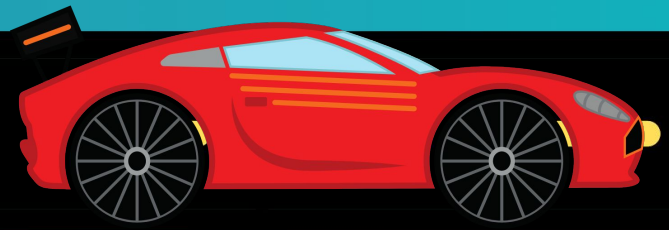
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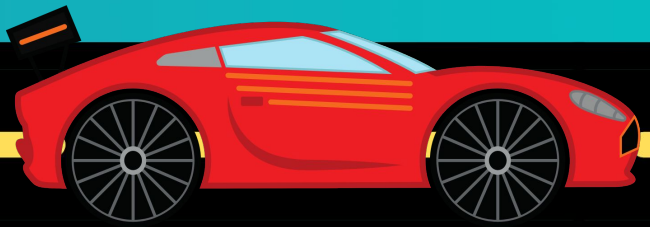
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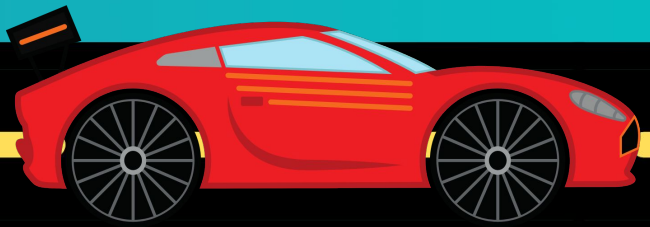
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Practice Blending Words

t u b

Practice Blending Words

t u b e



Small Group Instruction/ OG Infused

	Day 1	Day 2	Day 3
Phonological Awareness	**Oral Blending** whiz whiff whim when wham which whip *Tell me the word **Blending Strip**	**Oral Segmenting** pet whip zip hum whiz jet job zap *Tell me the middle sound **Vowel Intensive**	**Blending Onsets and Rhymes** /f/ ed /n/ ed /t/ ed /w/ ed /r/ ed /l/ ed **Blending Strip**
Spelling Sound	wh /hw/ *whiteboard **Brainstorm, Sand Tray** **(Target sound plus review)**	ng /ng/ -ing /ing/ *whiteboard **Brainstorm, Sand Tray** **(Target sound plus review)**	Review wh /hw/ and ng /ng/ and –ing /ing/ **Sand Tray** **(Target sound plus review)**
Read Decodable Words	when which buzzing edge whap mixing *think, read **"What do you see? What do you hear?"**	thing which when song humming hitting *think, read	
Guided Spelling	Which, when **Word Dictation Packet**	thing, wing **Word Dictation Packet**	She can sing. **Word Dictation Packet**
Sight Words	**make** **there** I will **make** a card. Look over **there**. **Read, Spell, Read, Write.** **Tap down arm, sweep 3x** **(**Can selectively do whole Red Word procedure)**	**be** This will **be** fun.	
Review Sight Words	Set 2 words *read, spell, read, spell, read ****Review: inc movement, chanting, tic tac toe,** Active Sight Word Practice	**make** **there** *read, spell, read, spell, read	**some** **be** **make** **there** *read, spell, read, spell, read
Book	On a Whim Extra Decodable- Elephant Play	Ping Pong	*Buzz, Hum, Tap, Whack, Whiz Ding-A-Ling*

Wrap in Action (Reading)

Name (Last, First)	Classroom Teacher	Intervention Services	Rdg IEP	Previous Literacy Intervention	EL ACCESS Score	aReading National %ile	CBM National %ile	FAST Nonsense Words (Gated) Enter raw score.	Dictation from Spring 1st grade	BAR Set	Decoding (IDI) Highest Instructional Level, 16 Independent, 12-15 Instructional, 11 and below Intervention	Spelling / 20	IRI Text Reading @ 90+% with comprehension	Notes
	Ostlie	Yes	No	No		11	17	17	-		1. Short vowels	5	Not yet 1a	New to district from Mpls, previously in spanish immersion- unsecure with Letter names c
	Olson	Yes	No	No		13	2	15	-		1. Short vowels	6	Not yet 1a	New to district
	Olson	Yes	No	Yes		16	9	15	37	4	1. Short vowels	7	Not yet 1a	new from OW
	Walden	Yes	No	No		31	20	11	-	-	5. Vowel Teams	10	Not yet 1a	New to District
	Dalsin	Yes	No	No		14	8	12	-		3. CVCe (Magic e)	9	~~Not yet 1a~~	New to district
	Walden	Yes	No	Yes		19	18	15	37	4	3. CVCe (Magic e)	8	1a	
	Ostlie	Yes	No	No		17	18	23	34	4	2. Blends and di...	15	2a	
	Maikkula	Yes	No	Yes		21	26	16	35	4.5	2. Blends and di...	9	2a	Intervention first half of 1st grade
	Swanson	Yes	No	No		32	23	15	37	4	2. Blends and di...	9	2a	
	Ostlie	Yes	No	No		24	22	13	37	4	2. Blends and di...	6	2a	
	Ostlie	Yes	No	Yes		27	22	14	36	3	1. Short vowels	7	2a	Intervention first half of 1st grade
	Dalsin	Yes	No	No		30	30	17	35	4	1. Short vowels	8	2a	
	Olson	Yes	No	Yes		20	22	17	37	4	1. Short vowels	12	2a	
	Maikkula	Yes	No	Yes		28	14	9	36	4	2. Blends and di...	5	Not yet 1a	
	Swanson	Yes	No	Yes		29	22	15	36	3	1. Short vowels	6	1a	
	Walden	Yes	No	No		35	13	16	36	4.5	1. Short vowels	6	Not yet 1a	did not pass short vowels
	Olson	Yes	No	Yes		36	11	19	36	4.5	1. Short vowels	9	Not yet 1a	Intervention first half of 1st grade
	Maikkula	No	No	No		32	36	13	37	4.5	2. Blends and di...	9	2a	Tier 2 classroom goal, Lit volunteer
	Dalsin	No	No	No		25	47	n/a	-		5. Vowel Teams	13	2a	new from pioneers academy
	Dalsin	No	No	No		34	36	14	35	4	2. Blends and di...	7	2a	Tier 2 classroom goal, Lit volunteer
	Ostlie	No	No	No		36	30	19	37	4.5	3. CVCe (Magic e)	13	2a	Tier 2 classroom goal, Lit volunteer
	Dalsin	No	No	No		36	34	14	37	4	2. Blends and di...	8	2a	Tier 2 classroom goal, Lit colunteer
	Ostlie	No	No	No		27	36	32	37	4	2. Blends and di...	10	2a	Tier 2 classroom goal,
	Swanson	No	No	Yes		61	41	n/a	37	4.5	4. R controlled	14	2a	

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Recording Sheet

Quick Links to Each Student	Student 3: Quick Links DECODING Name:	
Student 1	CVC	Real
Student 2	Digraphs	
Student 3	Blends	
Student 4	Long Vowels: CVCe	
Student 5	Long Vowels: CVVC	
Student 6	Variant Vowels	
Student 7	R-controlled	
		Psuedo

Long Vowels	Long Vowels: CVCe						
CORE Section I	Additional Targeted Baseline	PM #1: a_e	PM #2: a_e	PM #3: o_e	PM #4: o_e	PM #5: i_e	PM #6: i_e
tape ☑	bone ☑	tape ☑	late ☑	robe ☑	vote ☑	bike ☑	hike ☑
key ☑	rule ☑	made ☑	plane ☑	lone ☑	nope ☑	line ☑	lime ☑
toe ☑	save ☑	gate ☑	save ☑	code ☑	hole ☑	time ☑	dine ☑
paid ☐	mile ☑	wake ☐	lake ☑	note ☑	mole ☑	mile ☑	smile ☑
feet ☐	hose ☑	lane ☑	game ☑	hose ☑	chose ☐	vine ☑	nine ☐
leap ☐	fake ☑	fake ☑	bale ☐	cope ☑	tote ☐	pile ☑	file ☑
boat ☑	dime ☑	name ☑	shape ☑	coke ☐	lobe ☐	hive ☑	dime ☑
tie ☑	tune ☑	shave ☑	name ☑	pole ☑	rose ☑	kite ☑	live ☑
ray ☑	date ☑	fame ☑	date ☑	hope ☑	rove ☑	wife ☑	tide ☑
blow ☑	fine ☐	save ☑	snake ☑	drove ☑	home ☑	fine ☑	life ☑
loe ☑	zine ☑	fale ☑	dake ☐	boke ☑	sone ☑	zine ☑	hine ☑
hine ☑	hape ☐	hape ☑	hase ☐	hote ☑	fole ☑	bine ☑	lide ☑
beap ☐	yile ☑	nace ☑	tave ☑	jone ☑	voke ☑	kive ☑	yile ☑
faim ☐	meve ☐	gake ☑	jape ☑	sote ☑	shope ☑	dite ☑	vite ☑
soat ☐	vune ☐	bate ☑	wane ☑	rove ☑	thode ☑	fike ☑	nide ☑

Core Phonics Data for WRAP Students

# of Students	11	Benchmark #1										
	Words											
		Totals at a Glance										
Part E	CVC	15	12	14	12	14	10	12	14	14	15	13
Part G	Digraphs	13	13	14	14	13	9	7	12	10	12	10
Part F	Blends	11	9	9	14	12	6	8	14	11	12	7
Added	CVCe	9	6	7	12	13	3	7	13	10	0	0
Part I	Long Vowels	8	5	11	9	13	0	6	9	12	0	0
Part H	R-Controlled	9	4	9	11	7	0	8	7	10	0	0
Part J	Variant Vowels	6	5	4	6	0	0	5	6	5	0	0
Part K	Low Frequency	6	3	5	0	0	0	2	2	7	0	0
Part L	Multisyllabic	4	4	2	0	0	0	0	0	0	0	0

Benchmark #2										
Totals at a Glance										
15	15	14	15	15	15	13	14	15	15	15
15	12	14	15	13	13	12	11	14	14	9
14	13	14	11	12	14	14	12	11	13	13
15	9	11	12	12	13	12	15	14	15	10
13	11	13	10	14	12	11	14	14	14	10
15	6	10	7	8	9	8	11	13	13	8
14	8	10	0	9	10	6	9	12	11	10
9	4	7	0	0	0	6	3	5	10	14
19	7	10	0	0	0	0	7	0	1	0

Benchmark #3										
Totals at a Glance										
15	14	15	14	15	15	15	15	15	15	15
15	10	14	13	14	14	15	15	15	15	13
15	13	11	13	15	11	14	14	14	15	13
15	9	10	13	13	15	14	12	14	15	11
15	13	15	14	15	12	15	15	15	15	13
14	11	12	13	15	11	12	14	11	15	12
15	12	14	11	14	13	13	13	11	15	13
13	7	5	0	15	8	6	7	10	11	2
22	12	16	0	10	10	15	7	16	17	14

Wayzata Reflection Action Plan

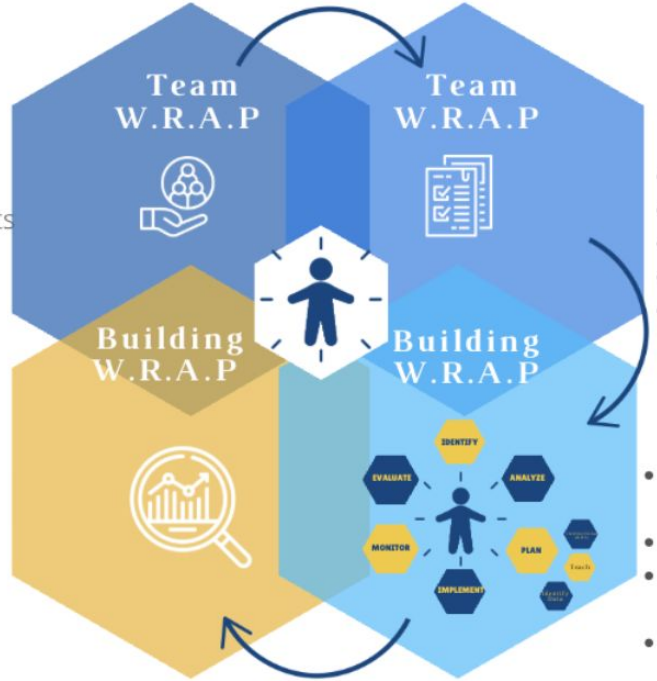
W.R.A.P

Team W.R.A.P Meeting

- Teachers will add a 1, 2 or 3 to the team tracker
- The team will discuss Tier 1 impacts using the Team W.R.A.P form.
- Meet with student to gather more information - Learner Success Journal (LSJ).

Levels of Data Dialogue

- In 6-7 weeks, review student data at the Building W.R.A.P meeting.
- Fidelity check
- Discuss Tier 1 practices
- Discuss Tier 2 data



Team W.R.A.P Follow up Meeting

- Review & discuss LSJ
- Create Instructional Shifts
- Create a SMART goal
- Collect Data
- Review updates/progress

Building W.R.A.P Meeting Procedures

- The AP/Dean will add the student to the Building W.R.A.P agenda.
- W.R.A.P team will meet with the advisor.
- Baseline data or other data collected will be reviewed.
- The team will Identify, Analyze, Plan, Implement,, & Monitor the student's plan

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