



institute for
multi-sensory
education



Institute for Multi-Sensory Education (IMSE)

Until every child learns to read.

IMSE Overview

■ 25+ Years

Michigan-based leading provider of SL solutions based on the SoR

■ 10,500+

MI educators trained by IMSE to teach reading more effectively

■ 30 hour

trainings are accredited by the International Dyslexia Association

■ 300,000+

educators trained from all 50 states and across four countries

■ 1 of 2

literacy program providers selected by the MDE to service the 35d Grant for Orton-Gillingham training

■ 2800+

Michigan educators trained since 2020 using 35d funds



Who are our partners?

IMSE University Partners



University of Michigan
[Language and Literacy Lab](#), a research hub on
language acquisition; staff
are IMSE trained.

For more information, see webinar by Dr.
Kovelman, "[Cracking the Code: How a Child's
Mind and Brain Recognize Morphemes and
How to Teach Morphological Awareness](#)"

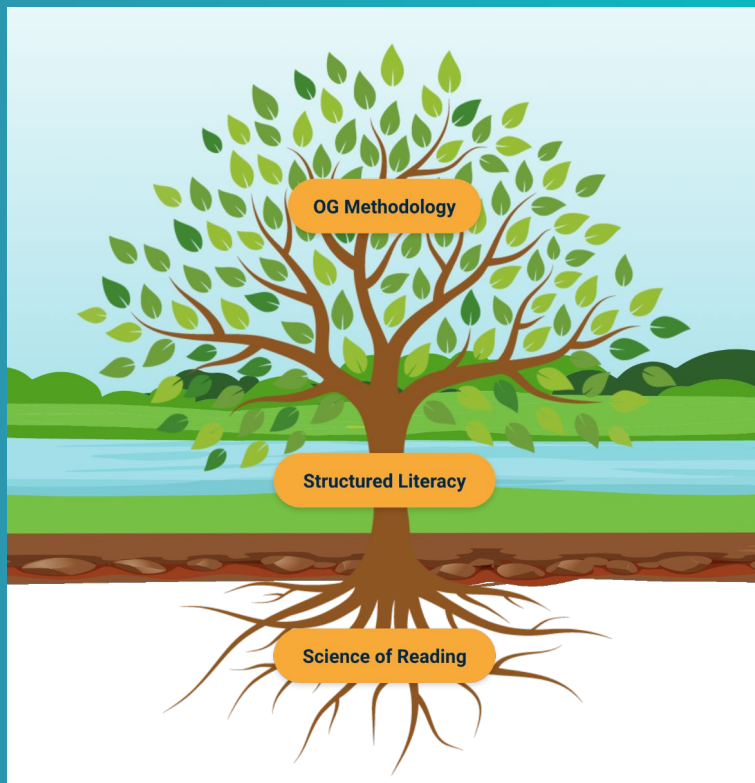


Miami of Ohio College of
Education, uses IMSE
training for pre-service
teachers.

IMSE Professional and Partner Organizations



Our Mission



IMSE's mission is to provide educators with the knowledge, support, and comprehensive resources necessary to make an immediate impact in their classrooms and ensure literacy success for all.

We achieve this through professional development, HQIM and coaching.



Our commitment to Michigan



IMSE trained: 56 school districts in 42

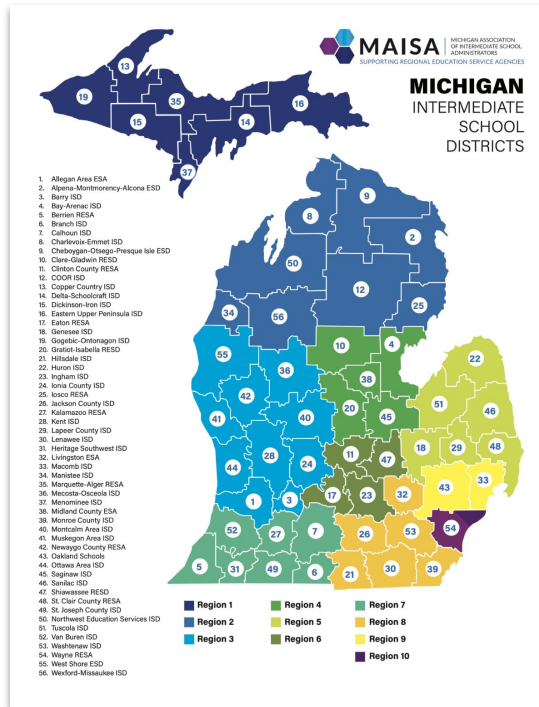
Michigan ISDs

Upper Northern of Lower Peninsula ISDs

- **Charlevoix-Emmet ISD**
 - Petoskey Public Schools, Boyne Falls Public Schools, East Jordan Public Schools
- **Wexford-Missaukee ISD**
 - Lake City Area Schools, Manton Schools, McBain Rural Agricultural School, Cadillac Area Schools
- **Grand Traverse ISD** - Traverse City Schools
- **Kalkaska ISD** - Kalkaska Public Schools

West Michigan ISDs

- **Kent ISD**
 - Wyoming Public Schools, Rockford Schools, Forest Hills Public Schools, Northview Public Schools, Grand Rapids Public Schools, East Grand Rapids Schools
- **Ottawa Area ISD** - Hudsonville Public Schools
- **Ionia ISD**
 - Lakewood Public School, Portland Public Schools, Saranac Community Schools
- **Barry ISD** - Thornapple Kellogg Schools
- **Van Buren ISD** - Paw Paw Schools
- **Calhoun ISD**
 - Marshall Public Schools, Battle Creek Schools



Charters and Non-Public Schools

National Heritage Academies, University Prep Schools, Hillel Day School, Choice Schools, McBain Rural Agricultural School, Copper Island Academy, East Shore Leadership Academy, Shanghai American Schools, Battlerock Charter, Detroit Leadership Academy, MI International Prep, Community Charter School,

Upper Peninsula ISDs

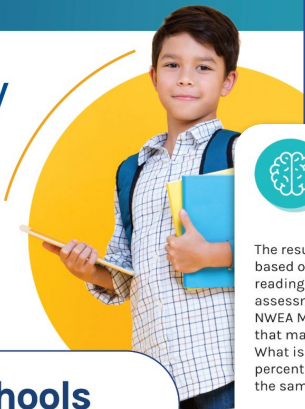
- **Menominee ISD** Menominee Public Schools
- **Dickinson-Iron ISD**
 - Breitung Township Schools, West Iron County Public Schools

Southeast Michigan ISDs

- **Wayne RESA**
 - Livonia Public Schools, Gibraltar School District, University Prep Schools, Plymouth-Canton Schools, Northville Public Schools, Grosse Pointe Public Schools, Detroit Leadership Academy, Wayne-Westland Schools, Wyandotte Schools
- **Oakland Schools ISD**
 - Birmingham Public Schools, Clarkson Community School District, Huron Valley Schools, West Bloomfield School District, Clawson Schools, Berkley Schools, Madison District Public Schools, Southfield Public Schools
- **Macomb ISD**
 - Fitzgerald Public Schools, Utica Community Schools
- **Washtenaw ISD**
 - Ann Arbor Public Schools, Whitmore Lake Public Schools
- **Ingham ISD:** Mason Public Schools
- **Livingston ISD**
 - Howell Public Schools, Pinckney Community School District
- **Monroe ISD**
 - Monroe Township Public Schools
- **Genesee ISD**
 - Carman-Ainsworth Community School District, Kearsley Schools
- **St. Clair County RESA**
 - Croswell-Lexington Schools



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CASE STUDY



Wyandotte Public Schools Wyandotte, Michigan

Wyandotte Public Schools (WPS) in Southeastern Michigan comprises 10 schools serving around 4,500 students in grades PreK-12. 60% of the district's students qualify for free or reduced-price meals, its special education population is 18%, and its student-to-teacher ratio is 15:1. Since its founding in 1856, WPS has strived not only to provide excellent education to Wyandotte's students but also to involve the local community in school activities and to celebrate the historical heritage of the town.

Wyandotte District Info



10 Schools

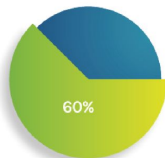


4,500 Students



Grades Pre-K - 12

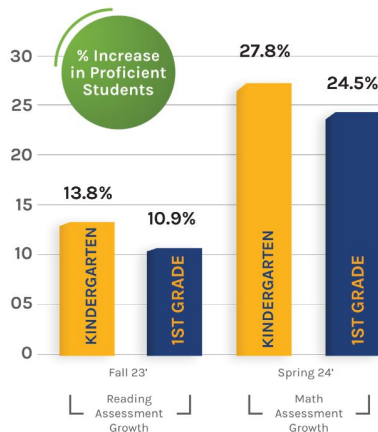
Students Eligible for Free and Reduced Price Meals



RESULTS

The results from WPS show the power of literacy instruction based on the science of reading. Students show significant reading growth from year to year in the classroom and on assessments, but the benefits don't end there. The district's NWEA MAP math scores have also improved greatly, a change that may be linked to students' increased confidence in reading. What is perhaps most exciting is that even in schools with a high percentage of at-risk students, the IMSE approach has produced the same level of progress seen elsewhere in the district.

District-Wide ES 2023-2024 NWEA MAP

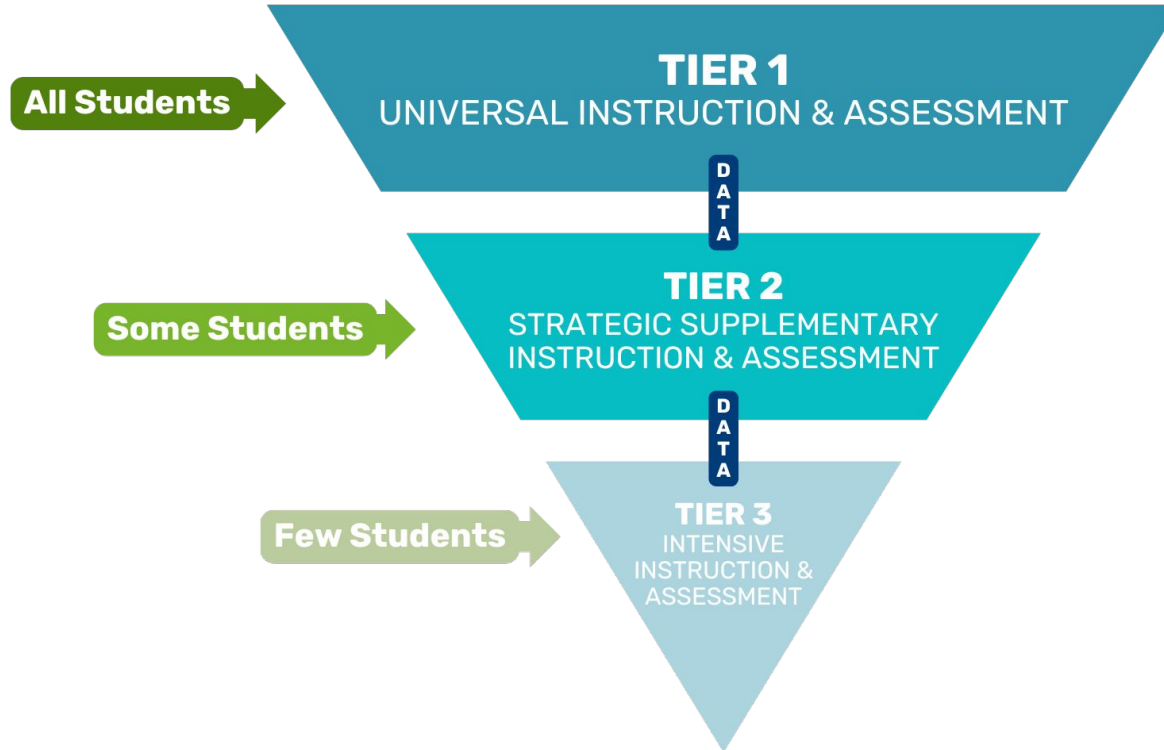


"This is a journey for Wyandotte. We normally end with about 50% of our students, give or take, performing at the 50th percentile or higher. Last year, with our kindergarten students, 68% of them ended above the 50th percentile. That is completely on target with more affluent districts in metro Detroit."

Jessica Shipman

Director of Curriculum Instruction and Assessment
Wyandotte Public Schools

How IMSE Meets the Needs of All Learners: Dyslexia and MTSS



Mason and Pinckney, MI: Kent State Efficacy Study

Research Overview

IMSE commissioned the Kent State University Research and Evaluation Bureau to assess the impact of its Orton-Gillingham (OG) methodology on early elementary school students.

Two School Districts Were Evaluated to Answer the Following Question:

Do Students Taught by IMSE OG-Trained Teachers Experience Differential Growth in Reading From Fall to Spring?



Yes!



From Fall 2021 to Spring 2022, students taught using **IMSE OG strategies** showed higher gains on AIMSweb® Oral Reading Fluency Scores than the control group in all three grades.

Mason and Pinckney, MI: Kent State Efficacy Study

Study Details

IMSE OG In Action



150

Average Minutes per Week Using
IMSE OG Strategies



1st-3rd

Grade Students Were Evaluated



30+

Weeks of Implementation

Academic Year 2021-2022



Michigan, USA



Students: **1,183**



Educators: **56**



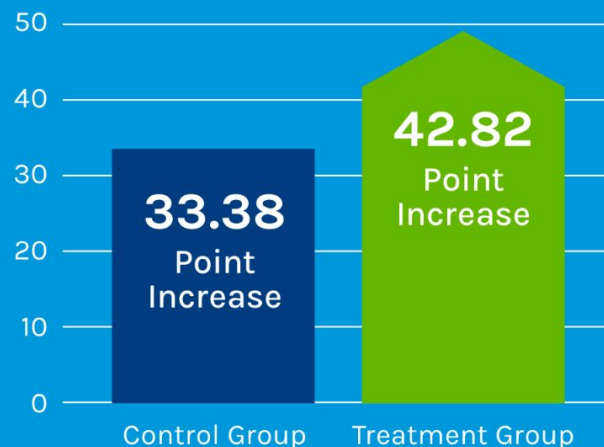
Elementary Schools: **5**

Mason and Pinckney, MI: Kent State Efficacy Study

Kent State University Study Finds that IMSE's Orton-Gillingham Program Improves Student Reading Scores

Average Oral Reading Fluency (ORF) Scores Jump with IMSE OG

Training teachers using IMSE's Comprehensive Orton-Gillingham+ program contributes to increased oral reading fluency for first to third grade students.

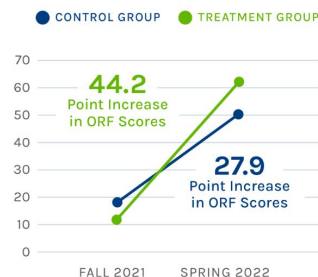


Mason and Pinckney, MI: Kent State Efficacy Study

First Grade

IMSE OG-taught students ended the school year **11.89 points above** the control group despite beginning the school year **4.41 points behind**

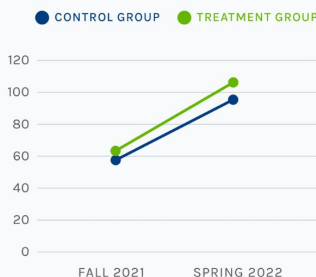
1st Grade Oral Reading Fluency (ORF) Score Difference



Second Grade

IMSE OG-taught students increased ORF scores by **44.76 points** while the control group only increased their ORF scores by **39.4 points**

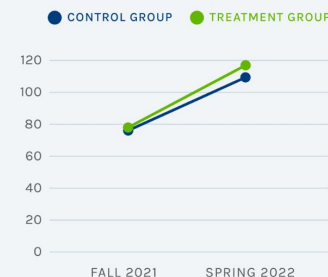
2nd Grade Oral Reading Fluency (ORF) Score Difference



Third Grade

In the fall, the control group lead in ORF scores by **1.27 points**. By spring, the treatment group surpassed the control group in ORF Scores by **5.39 points**

3rd Grade Oral Reading Fluency (ORF) Score Difference



How does IMSE align with MI literacy law?

Integrating IMSE Process with Michigan Literacy Theory of Action

IMSE and Michigan share the ultimate goal.

IMSE's structured literacy approach is grounded in the Science of Reading and designed to ensure that **every child**, including those with reading difficulties like dyslexia, builds a **strong foundation in literacy**.

Through professional learning, curriculum materials, and coaching, IMSE contributes directly to this shared statewide outcome.

Literacy Theory of Action



Goal 1: Align Research, Practice, Resources, and Policy

IMSE's trainings and curriculum are built upon the Science of Reading—a body of research that informs best practices in literacy instruction.

IMSE provides:

- Curriculum aligned with evidence-based practices.
- Professional development that supports alignment with state and district policies on literacy.
- Resources that help schools meet statewide literacy mandates.



Goal 2: Develop Leadership For Literacy at the State, Regional and Local Levels

IMSE trains literacy leaders, such as instructional coaches, administrators, and teacher leaders, who go on to:

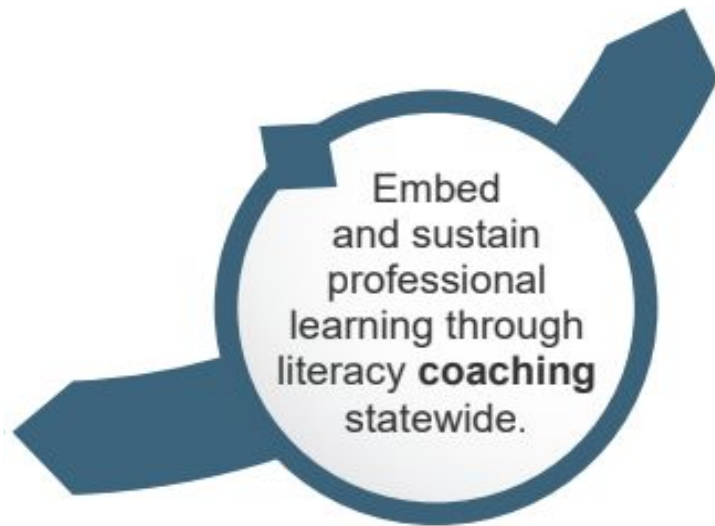
- Implement systemic change.
- Support peer educators.
- Serve as advocates for structured literacy in schools and districts.



Goal 3: Embed and Sustain Professional Learning Through Literacy Coaching Statewide

IMSE supports districts in developing internal capacity for coaching, and some districts use IMSE-trained coaches to:

- Conduct fidelity checks.
- Model lessons.
- Provide job-embedded feedback.
- This ensures professional learning is ongoing and sustainable, not one-off.



Goal 4: Strengthen the Literacy Instructional Practices for All Michigan Teachers

This is IMSE's core service:

- Teachers are trained in explicit, systematic, and multisensory instruction.
- IMSE modules directly improve teachers' day-to-day instructional strategies in phonics, morphology, fluency, and comprehension.



Goal 5: Implement research-supported practices in every classroom every day

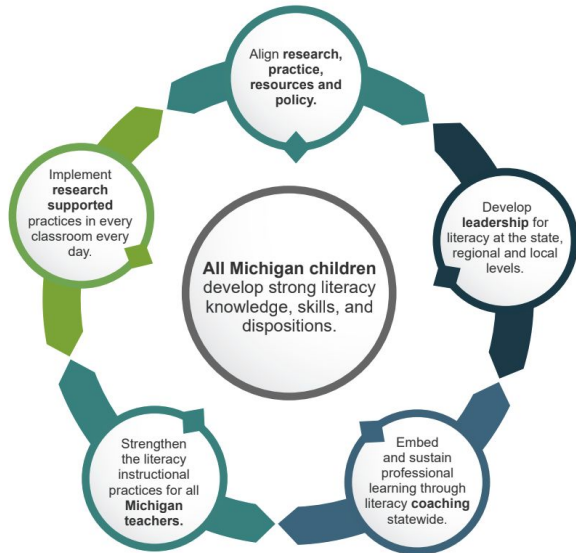


IMSE equips educators with:

- HQIM curriculum
- Lesson planning tools, decodable readers, and scaffolded activities.
- Assessment-based instruction to meet student needs.
- Structured routines that are evidence-based and replicable across classrooms.

IMSE = Michigan's Literacy Theory of Action

Literacy Theory of Action



IMSE is a strategic partner in realizing Michigan's Literacy Theory of Action. From policy-aligned professional learning to daily classroom implementation, IMSE bridges research and practice to ensure that every child—especially struggling readers—develops literacy skills.

Why does literacy funding matter so much for training educators?



IMSE recognizes that teachers are the **most powerful lever in improving literacy outcomes**.

Research repeatedly confirms that instructional quality has the greatest impact on student learning, especially in reading.

Moats and Foorman (2008) emphasized that “a well-designed program in the hands of a low-performing teacher was of little effect, but a strong teacher could get results even with a program of weaker design.”

IMSE’s training exists to ensure that every teacher becomes that strong, effective literacy instructor—equipped with both knowledge and practical strategies.



What solutions do we offer?



How IMSE commits to districts:



Comprehensive System of Wraparound Support

Train with IMSE

The infographic is divided into three vertical columns, each with a header, a representative image, and a list of training options in rounded rectangular buttons.

- GET STARTED: TRAINING OPTIONS** (Header with icon of a person at a desk)
 - Orton-Gillingham Plus Course
 - Morphology Plus Course
- WORKSHOPS & MORE** (Header with icon of a stack of books)
 - Fidelity Course
 - Online Refresher Courses
 - Science of Reading Course
 - Intervention and Support for Struggling Readers Course
 - Phonological Awareness Training
 - Dyslexia Overview Course
 - Writing and Grammar Course
 - TRAINING TO SUPPORT YOUR TEAM
 - Educational Assistant Course
 - Administrator Course
- EXPANDING EXPERTISE** (Header with icon of a book)
 - Orton-Gillingham Certification
 - Coaching and Consulting
 - Pre-K Literacy

- IDA Accredited 30-hour Courses: OG+ (K-2) and Morphology+ (Grades 3+)
- Additional courses available: Practicum, PreK, Phonological Awareness, Fidelity, Administration, Educator Assistant, etc.
- Courses are available in-person, live-virtual and asynchronously

IMSE Support: HQIM Curriculum

K-2

Orton-Gillingham Plus

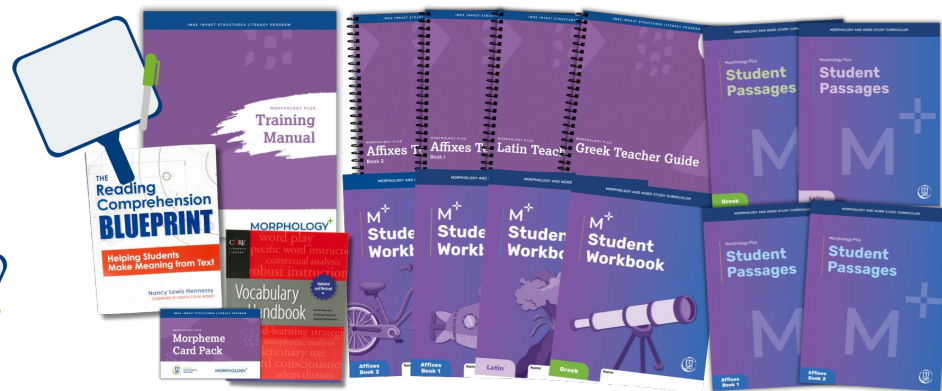
Core Foundational Literacy Skills Curriculum



3 Grade+

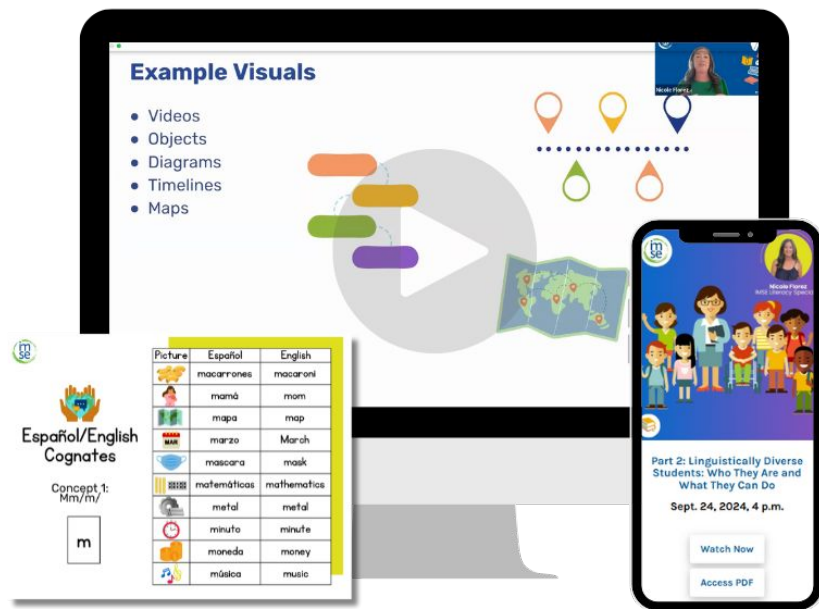
Morphology+

Morphology and Word Study Curriculum



Support: Digital, Print and EL Resources

- **On-Demand EL Webinars:** "English Learners: Practices to Support and Enhance Their Classroom Experiences," "Linguistically Diverse Students: Who They Are and What They Can Do," & "Translanguaging: Unlocking the 'Why' and the 'How.'"
- **Student-Centered Teaching Course:** Develop inclusive, culturally relevant mindsets.
- **IMSE's Cross-Linguistic Connections & Cognate Lists:** Facilitate language transfer for Spanish-speaking ELs.
- **Comprehensive EL Resource Suite in IMSE LAB:** Enhance teacher knowledge & promote academic growth for multilingual learners.
- **In the 2023-24 school year, Michigan school districts received about \$39.8 million in state funding in addition to \$11 million federal funding to serve nearly 96,000 EL students.**










LETTER FORMATION VIDEOS

INSTRUCTIONAL SUPPORT

Spanish/English Cognates

Concept 13:
Pp /p/

p

| Picture | Spanish | English |
|---|----------|---------|
|  | planeta | planet |
|  | pingüino | penguin |
|  | plástico | plastic |
|  | parque | park |
|  | planta | plant |
|  | plato | plate |
|  | piano | piano |
|  | pastas | pasta |
|  | pizza | pizza |
|  | papel | paper |

Spanish/English Cognates

EL SUPPORT



Spanish: pingüino
English: penguin



Spanish: planta
English: plant



IMSE
LAB

Concept 9: Tt /t/

Tad
Tad had
Tad had a
Tad had a cat.

The
The dog
The dog got
The dog got hot.

The
The mat
The mat was
The mat was hot.

© 2014 IMSE

Concept 9: Tt /t/

Dad
Dad got
Dad got the
Dad got the ham.

Mom
Mom was
Mom was mad
Mom was mad at
Mom was mad at Tom.

Is
Is Tad
Is Tad mad
Is Tad mad at
Is Tad mad at Dad?

© 2014 IMSE

Concept 9: Tt /t/

Is
Is the
Is the log
Is the log hot?

Tad
Tad got
Tad got a
Tad got a hot
Tad got a hot ham.

© 2014 IMSE










LETTER FORMATION VIDEOS

INSTRUCTIONAL SUPPORT

Spanish/English Cognates

Concept 13:
Pp /p/

p

| Picture | Spanish | English |
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|  | planeta | planet |
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|  | plato | plate |
|  | piano | piano |
|  | pastas | pasta |
|  | pizza | pizza |
|  | papel | paper |

Spanish/English Cognates

EL SUPPORT



Spanish: pingüino
English: penguin



Spanish: planta
English: plant



IMSE
LAB

PRE-MADE LESSON SLIDES

Support: Digital, Print and EL Resources

Nonfiction

Decodable Readers



Vocabulary

Slides



Fiction

Decodable Readers



Vocabulary Slides
in IMSE LAB can
align with
Decodable Readers

Sustain: IMSE LEADS Coaching and Consulting

IT'S MORE THAN COACHING. IT'S COLLABORATION.

- Custom district coaching and consulting for literacy success.
- IMSE **collaborative coaching** is designed to be flexible to meet the different needs of individual schools or regional/district teams, based on school improvement and assessment data.
- IMSE **customizes support for teachers and leaders** based on school improvement and assessment data. Research indicates 15–20 demonstrations and 10–15 practice sessions are essential for mastering new strategies.
- IMSE Coaching and Consulting can include:
 - Needs Assessment
 - 1:1 Coaching** observation/feedback
 - Group **Professional Learning**
 - Data Analysis**
 - Building **Collaboration**
 - Learning Walks
 - Implementation Plans for Sustainability and Capacity-Building
- IMSE literacy experts provide data-driven analysis, strategies & training plans.



How does IMSE work at the district level?



**How does IMSE use data
to close achievement gaps?**



Data with Purpose



IMSE trains educators not just to assess, but to analyze results and immediately adjust instruction.

This ensures every student gets targeted, meaningful support – not just a test score.

IMSE's Approach to Assessments

Closing Gaps Faster

Our approach equips teachers to catch skill gaps early and intervene quickly, especially for struggling readers and students with dyslexia.

The result is accelerated progress with fewer wasted instructional cycles.



Data-Driven Instruction

3rd Grade + Informal Spelling Survey Class Analysis

| | Student | Consonant | Digraph | Blend | Cl | O | ME | VT | BR | C-le | Rules | Morpheme | Student % Accuracy |
|------------|----------|-----------|---------|-------|-----|-----|-----|-----|-----|------|-------|----------|--------------------|
| 1 | Amelia | 21 | 1 | 14 | 11 | 5 | 2 | 4 | 4 | 1 | 7 | 3 | 86% |
| 2 | Ava | 18 | 2 | 12 | 10 | 5 | 2 | 3 | 3 | 1 | 5 | 4 | 76% |
| 3 | Benjamin | 21 | 2 | 16 | 11 | 5 | 2 | 4 | 4 | 1 | 6 | 4 | 89% |
| 4 | Elijah | 19 | 1 | 14 | 11 | 5 | 2 | 4 | 3 | 1 | 7 | 4 | 84% |
| 5 | Erma | 15 | 1 | 15 | 8 | 4 | 1 | 3 | 4 | 0 | 5 | 3 | 69% |
| 6 | Ethan | 19 | 2 | 14 | 11 | 5 | 2 | 4 | 4 | 1 | 8 | 4 | 87% |
| 7 | Harper | 20 | 2 | 14 | 9 | 5 | 2 | 4 | 3 | 0 | 5 | 3 | 79% |
| 8 | Isabella | 21 | 2 | 15 | 11 | 4 | 1 | 3 | 3 | 1 | 9 | 6 | 89% |
| 9 | Jackson | 21 | 2 | 16 | 11 | 5 | 2 | 4 | 4 | 0 | 8 | 5 | 92% |
| 10 | Karter | 21 | 2 | 15 | 10 | 5 | 2 | 3 | 3 | 1 | 4 | 4 | 82% |
| 11 | Keegan | 21 | 1 | 15 | 11 | 5 | 2 | 7 | 4 | 1 | 3 | 5 | 88% |
| 12 | Liam | 19 | 2 | 13 | 11 | 4 | 2 | 6 | 4 | 1 | 8 | 6 | 89% |
| 13 | Lucas | 20 | 1 | 14 | 10 | 5 | 2 | 7 | 4 | 1 | 9 | 5 | 92% |
| 14 | Mason | 16 | 1 | 13 | 7 | 4 | 1 | 3 | 3 | 1 | 8 | 4 | 72% |
| 15 | Mia | 19 | 0 | 14 | 8 | 4 | 1 | 3 | 3 | 1 | 6 | 3 | 73% |
| 16 | Noah | 10 | 1 | 12 | 6 | 4 | 1 | 2 | 3 | 0 | 3 | 3 | 53% |
| 17 | Olivia | 20 | 2 | 13 | 11 | 5 | 1 | 5 | 3 | 1 | 6 | 3 | 82% |
| 18 | Sophia | 21 | 2 | 14 | 11 | 5 | 2 | 5 | 4 | 0 | 8 | 5 | 91% |
| Total: | | 342 | 27 | 253 | 178 | 84 | 30 | 74 | 63 | 13 | 115 | 74 | |
| % Accuracy | | 90% | 75% | 88% | 90% | 93% | 83% | 59% | 88% | 72% | 58% | 82% | 82% |

By using diagnostic data to group students and customize lessons, schools make better use of limited resources and deliver best-in-class literacy instruction for all.

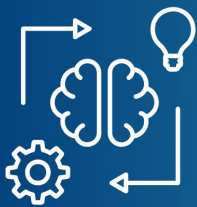
Real-World Outcomes



Districts using IMSE see improved reading proficiency scores, reduced referrals for special education evaluation, and stronger RTI/MTSS tiered support structures.



IMSE OG+ and LETRS: A Powerful Combination for Structured Literacy



While IMSE OG+ and LETRS are often viewed as separate professional development programs, they can work together to create a comprehensive literacy plan for educators.

IMSE OG+ provides immediate classroom application with structured literacy instruction, while LETRS offers in-depth theoretical knowledge to enhance teachers' understanding of literacy science.



Combines research-based literacy science (the why) with hands-on, structured literacy instruction (the how), equipping teachers with both the knowledge and the tools to implement effective reading instruction.



Provides a strong foundation in literacy theory and research (the why), focusing on the cognitive science behind reading development without an immediate classroom application component.



Phonemic awareness, phonics, decoding, encoding, fluency, comprehension, and spelling instruction using Orton-Gillingham methodology.



Theoretical foundations of the science of reading, reading brain research, and structured literacy principles.



IMSE OG+ – Immediate Results

Teachers complete training with ready-to-use strategies that can be implemented in their classrooms the very next day.

Students immediately benefit from structured literacy instruction that is explicit, multisensory, and systematic.

Educators feel confident and prepared to apply their learning, reinforcing best practices with ongoing support and resources.

IMSE is the “Why” and “How”



How IMSE and LETRS work together: Samantha J. Willson, Petoskey District Literacy Coach and 2nd Grade Teacher, Erika Leppien, 2nd Grade Teacher

Dear Members of the Legislature,

We are writing in strong support of continued and increased funding for Michigan educators to make courses through the Institute of Multi-Sensory Education (IMSE) available to all. IMSE training is centered on applying and implementing the science of reading through evidence-based practices that are both practical and immediately usable by teachers. Based on the belief that all students can learn to read, IMSE's Orton-Gillingham approach equips teachers with the tools needed to differentiate instruction and reach all learners through direct, multisensory instruction.

While LETRS training is incredibly valuable, it is not enough on its own. IMSE's Orton-Gillingham+, Phonological Awareness, and Morphology courses provide educators with the necessary scope, sequence, routines, structure, and materials to teach each step of the reading process.

Please continue to support IMSE training for Michigan teachers. All educators should have access. As demonstrated in our district, this training has had a profound impact on both teachers and students. We look forward to seeing all students in Michigan make significant reading gains as a direct result of quality teacher training and the support provided by IMSE.

Public Schools of Petoskey



Growing Together • Learning Together

NORTHMEN FOREVER

PUBLIC SCHOOLS OF PETOSKEY



How IMSE and LETRS work together: Caryn Zietlow

Educational Service Unit 2, Fremont, NE

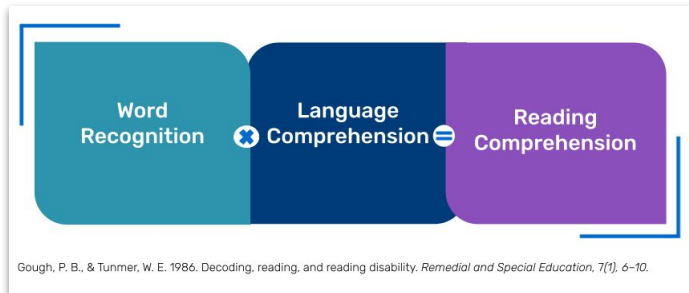
"Schools in our region in Nebraska have found that the combination of strong Science of Reading training through LETRS and the IMSE's Comprehensive Orton-Gillingham Plus training has provided teachers the knowledge, skills and materials they have been craving. **The combination provides a cumulative scope and sequence, lesson plans and the knowledge to make strong, research supported decisions about how to teach students with varying ranges of reading/spelling needs.** We have also noticed that intervention planning and support is so much more aligned for students when all staff (General Education and Special Education) have the same knowledge, skills and scope and sequence to use as a guide. "



How do we know IMSE works?



IMSE Research Base



Ehri's Four Phases of Word Reading

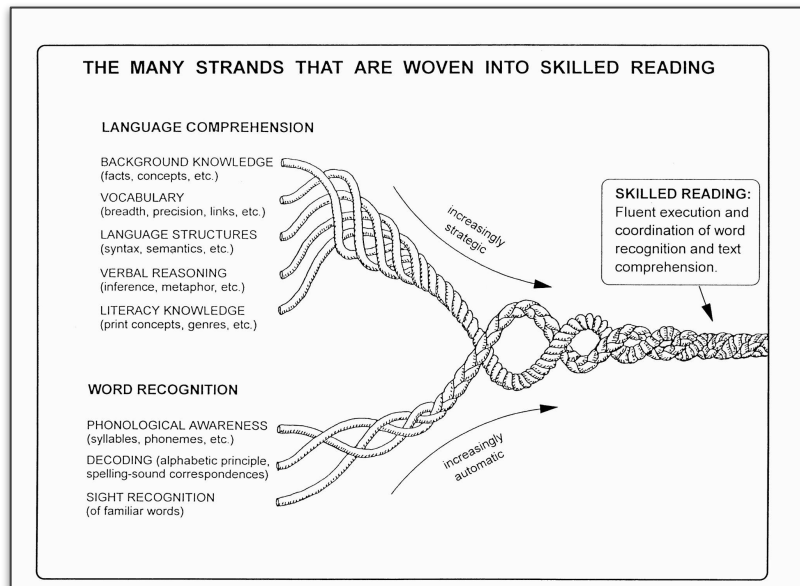


Students read words by memorizing their visual features or guessing words from their context.

Students recognize some letters of the alphabet and can use them together with context to remember words by sight. Students may recognize initial sounds.

Readers possess extensive working knowledge of the graphophonemic system, and they can use this knowledge to analyze fully the connections between graphemes and phonemes in words. They can decode unfamiliar words and store fully analyzed sight words in memory.

Students consolidate their knowledge of grapheme-phoneme blends into larger units that recur in different words. Students unitize strings of letters (e.g., a word family, a morpheme) for easy recognition and spelling.



Scarborough, H. S. (2001). Connecting early language and literacy to later reading (dis)abilities: Evidence, theory, and practice. In S. Newman & D. Dickinson (Eds.), *Handbook for research in early literacy* (pp. 97–110). Reprinted with permission of Guilford Press.



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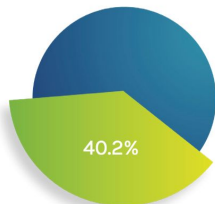
CASE STUDY



Hancock County Schools Hawesville, Kentucky

Hancock County Schools (HCS) in Hawesville, Kentucky includes 4 schools serving approximately 1,600 students. 40.2% of the district's students qualify for free or reduced-price meals, and its minority enrollment is 10%. Consistently one of the top-scoring districts in the state over the last decade, HCS is a leader in providing effective education aligned with evidence-based best practices.

Free and Reduced Price Meal Eligible %



4 Schools

1,627 Students

Grades Pre-K - 12

Case Study: Hancock County Schools, Kentucky

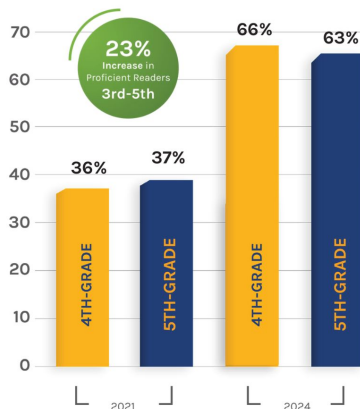


RESULTS

From 2021 to 2024, HCS students have made huge strides in their literacy journey, with improvements above 20% in multiple metrics, compared to an average 2% annual increase in reading proficiency for U.S. students, according to the [2023 NAEP Report Card](#). The results were especially dramatic for North and South Hancock Elementary School.

Data is from the NWEA MAP Assessments administered by HCS three times a year as a universal assessment.

North and South Hancock Elementary School Proficient Readers



"IMSE is the backbone of our success. We already knew the philosophy of the science of reading, but IMSE gave us the methodology our teachers needed to use in the classroom...it's beautiful to see how IMSE's explicit instructional strategies build on each other from one grade to the next."

Robin Poynter

Ohio Testimonial:

"We are seeing district level data improvements. Fewer and fewer of our students each year require a RIMP. Our Dyslexia data has shown remarkable improvement and puts us **on the right track to reach our goal that 95% of third graders will be reading on grade level** by 2025-26.

Partnering with IMSE has provided us with the professional development and curriculum resources necessary to implement the Science of Reading to help all students become successful readers. I would recommend other Ohio districts to do the same."

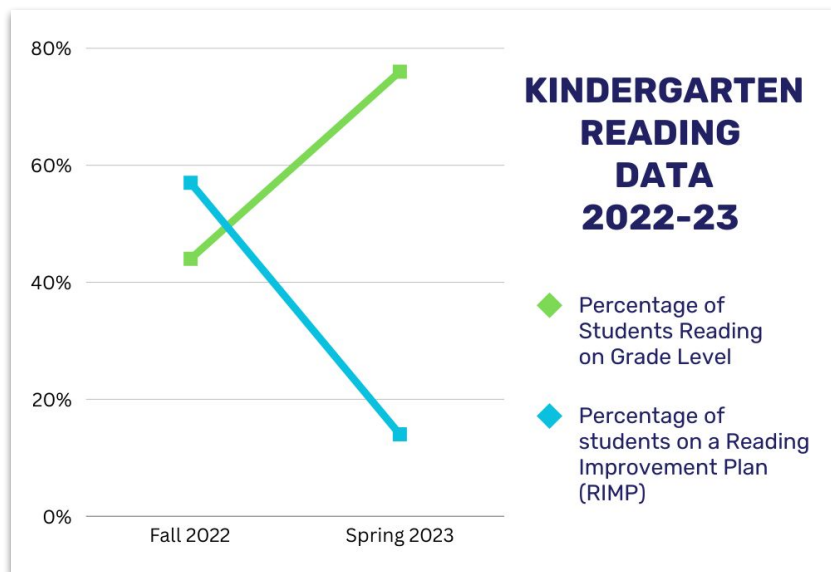
Nichol Honaker, Curriculum Director,
Fort Frye Local Schools



Case Studies: Ohio Districts

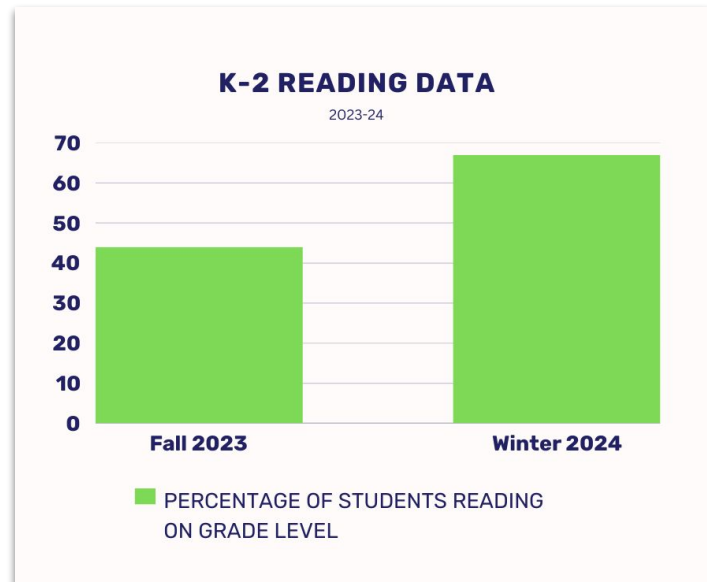
Southwest Local School District Harrison, OH

All K-3 teachers trained in OG+



Western Reserve Local School District Collins, OH

All K-2 teachers trained in OG+



**“IMSE is not a tool. It is the
toolbox.”**

Paula MacLean,
Charlemont, MA teacher after training and implementation





I didn't know what I didn't know! As a reading interventionist, using the IMSE resources has been a game changer. I finally feel like I'm on a consistent path to help my students become better readers. The science of reading makes so much sense and the IMSE OG lessons are providing my students with more effective strategies to become better spellers and readers. School administrators NEED to understand the science of reading and the urgency to train teachers who NEED this important training to improve spelling and reading instruction. Universities NEED to use IMSE as a valuable resource when training elementary teachers.

Better scores will come with more prepared teachers and administrators who understand the urgency to train their teachers.

-Allison, Reading Interventionist, Dickinson-Iron ISD

I am so grateful for my IMSE OG training. The knowledge, strategies, and materials that I gained from the training have significantly impacted my small group reading instruction in a positive way. Utilizing OG routines and IMSE materials I have seen tremendous growth with my students' reading abilities. They have been so engaged with the skills we are learning. The decodable nonfiction and fiction sets are a wonderful addition to my groups. I highly recommend this training opportunity to fellow educators!

-Allison C. Altenberger, Mason Public Schools





HELP --- FUEL

the Future of Reading

Questions? Let's connect!



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imse.com



Outline

- Slides 1-2: IMSE mission
- Slides 3-7: IMSE commitment to Michigan
 - IMSE intro (Michigan based, operated nationally, internationally, IMSE training numbers, IMSE MI specific training numbers per Grow, etc. IMSE is more than training also provides HQIM)
 - IMSE MI stats and map of MI ISDs where we have trained
 - There will be a couple of members with questions: Likely Carol Glanville (West Side of the State—Grand Rapids) - on the committee, Glanville has extensive professional experience as a classroom teacher, administrator, education consultant and a local elected official who has served on many community boards. She will likely have questions because of her background. Greg Markken, U.P, has special education background (represents the 110th District, which includes Gogebic, Houghton, Iron, Keweenaw and Ontonagon counties, as well as Breitung Township, Sagola Township, and the cities of Iron Mountain and Kingsford, in Dickinson County. He has taught high school civics, history and geography for Baraga Area Schools and served on the Hancock City Council as the Ward II representative.
- Slides 8-16: IMSE alignment to MI literacy law/theory of action
 - How IMSE aligns with MI Literacy legislation
 - Not just enough to change the laws, but also ensure the funding is there to equip educators
 - Make it clear that it's not "someone's" or educators' fault re: balanced literacy
 - University/Teacher prep changing, teacher training is needed for those in the classroom now
- Slides 17-19: IMSE partners
 - MI Literacy Lab/Miami of Ohio
 - MI- IDA (Angela on board) and Professional Organizations
- Slides 20-27: IMSE offerings (Train, Support, Sustain)
 - IDA Accreditation, Practicum
 - IMSE OG+ and Morph+
 - Additional courses available
 - Asynchronous, Live Virtual, In Person
 - What are the Spanish-speaking population numbers for MI? Janelle will look into this
 - Should add in EL information to the presentation
- Slides 28-34: Closing achievement gaps
 - LETRS being complimentary
- Slides 35-42: IMSE efficacy
 - Highlight Kentucky & Ohio