

PROPOSAL COVER SHEET

Educational Consulting Services

Vendor Information

Name and Title	Beth Anderson, Senior Accounting Manager		
Company Name	Institute for Multi-Sensory Education		
Submission Date	3/26/25		
Phone Number	800-646-9788	Fax Number	
Mailing Address	2000 Town Ctr, Ste 2000		
	Southfield, MI 48075		

By my signature below, I hereby represent that I am authorized to and do bind the offering vendor to the provisions of the attached proposal. The undersigned offers and agrees to perform the specified personal and professional services in accordance with provisions set forth in the Request for Proposals (RFP). Furthermore, the undersigned fully understands and assures compliance with the Conditions of Solicitation and Standard Terms and Conditions contained in the RFP. The undersigned is fully aware of the evaluation criteria to be utilized in vendor selection for approval. I further certify that Institute for Multi-Sensory Education (IMSE) is an authorized dealer in good standing of the products/services included in the proposal submitted in response to the RFP.



Authorized Signature

3/7/25

Date

Institute for Multi-Sensory Education (IMSE)

Laurel School District

EDUCATIONAL CONSULTING SERVICES

March 2025





II. Coaching/Mentoring Experience and Strategies:

IMSE Coaching/Mentoring Experience & Strategies

IMSE (Institute for Multi-Sensory Education) has over 30 years of experience providing professional development, coaching, and mentoring services to educators and school systems. IMSE's approach centers around structured literacy and is deeply informed by evidence-based practices, particularly the Science of Reading, as well as the latest research in instructional leadership and adult learning.

IMSE LEADS Coaching Model

At the heart of IMSE's coaching is the **IMSE LEADS Framework**, which stands for:

- **L - Listen:** Active, empathetic listening to build trust with teachers and leaders.
- **E - Explore:** Identifying growth areas and obstacles collaboratively.
- **A - Action Plan:** Co-developing clear, measurable goals aligned with literacy priorities.
- **D - Did it Work?:** Using data-driven reflection and feedback to assess effectiveness.
- **S - Sustainability:** Building long-term capacity within schools for ongoing improvement.

Coaching Strategies

IMSE employs a variety of coaching and mentoring strategies:

<u>1:1 Coaching observation/feedback</u>	<u>Group Professional Learning</u>	<u>Data Analysis</u>	<u>Building Collaboration</u>	<u>Learning Walks</u>
Following a pre-observation survey , a coach observes the teachers during a structured literacy lesson and engages in a	The coach will lead needs-based professional learning, including administrator overviews, asynchronous	The coach will support school leaders and teachers in analyzing school- and classroom-level	Collaboration sessions align leadership, classroom educators, community and coaches to	Coaches and leaders will conduct Learning Walk Reflections to identify classroom trends, ensure consistent



post-observation feedback session that includes data reflection and setting measurable goals, which can include modeling of lessons or 1:1 data analysis.	courses, PLC support, lesson modeling, instructional material reviews, and lesson planning guidance to enhance educator capacity and student outcomes.	data to identify at-risk readers and develop a sustainable accountability system. This may also include using data to backward-plan lessons.	review data trends, reflect on learning, and plan future assessments, training, and coaching. and Community Engagement framework	implementation, and align practices vertically and horizontally. These walks foster calibration among leaders and are non-evaluative.
Additional Resources	IMSE LEADS coaching and consulting addresses all layers of school support including multi year planning (to include data analysis and long term planning) and family /community engagement . Fidelity walkthrough tools: Comprehensive OG+ , Morphology +			

Evidence-Based Research Informing IMSE's Methods

IMSE's coaching framework is directly informed by key research and best practices:

- Science of Reading:** IMSE coaching aligns instructional practices with the evidence-based principles of structured literacy (phonemic awareness, phonics, fluency, vocabulary, comprehension) supported by decades of reading research.
- Practice-Based Professional Learning Models:** IMSE's approach incorporates adult learning theory, ensuring that teachers receive multiple demonstrations (15–20) and practice opportunities (10–15), essential for mastering new instructional strategies.
- Data-Driven Instruction:** Regular data reflection phases are built into the coaching cycle to ensure measurable, student-focused outcomes. Teachers and leaders are supported in analyzing diagnostic assessments and using them to inform instruction.
- Culturally & Linguistically Sustaining Practices:** IMSE integrates culturally responsive teaching strategies to reflect the linguistic and cultural diversity of the school communities served.



- **Sustainability Science:** A gradual release model ensures that school leaders and teachers develop independent capacity over time, embedding coaching practices into the school culture.

Impact Evidence

A standout example is the testimony from **Mountain Mahogany Community School (MMCS)**, where IMSE coaching led to:

- An average student growth of **47 points on I-Station assessments** mid-year.
- Teachers refining their instructional strategies and effectively using structured literacy routines to meet individual student needs.

IMSE's coaching model is grounded in research-backed literacy instruction, reflective practice, and adult learning theory. It uses a multi-faceted, systemic approach combining personalized teacher support, leadership development, data analysis, and sustainability planning to drive measurable improvement in literacy outcomes. The model's success is validated through data, teacher testimonials, and long-term district partnerships.



III. Support Checklist of Services:

IMSE offers the following services, aligned with the services outlined in the REQUEST FOR PROPOSALS section (page 6):

- Content Expertise: Providing expertise in English Language Arts (ELA)
- Data-Informed Decision-Making
- Standards Alignment
- Instructional Data Utilization
- Customized Teaching
- Curriculum Enhancement
- Cultural Integration
- Student Engagement Strategies
- Instructional Delivery and Lesson Design
- Parental Engagement Strategies and Resources
- Leveled/Guided Reading Support in Hybrid and Virtual Environments
- Administrative Technical Assistance:



IV. Goals and Objectives:

Goals and Objectives of IMSE Coaching Services

IMSE's coaching services are designed to improve literacy instruction, enhance student achievement, and foster sustainable, systemic change within schools and districts. The **primary goals and objectives** of our services are:

1. **Enhance Teacher Efficacy in Structured Literacy Practices:**

- Equip educators with deep understanding and practical implementation of evidence-based literacy strategies grounded in the **Science of Reading**.
- Provide ongoing support through one-on-one coaching, collaborative planning, lesson modeling, and reflective feedback cycles.

2. **Improve Student Literacy Outcomes:**

- Utilize data-driven decision-making to tailor instruction to individual student needs, focusing on essential literacy components (phonemic awareness, phonics, vocabulary, fluency, comprehension).
- Implement structured, explicit, systematic literacy routines aligned with **state and national literacy standards**.

3. **Build Leadership Capacity:**

- Strengthen instructional leadership by coaching administrators and literacy teams in data analysis, fostering fidelity to structured literacy practices, and guiding long-term literacy planning.

4. **Align Instructional Goals with Equity and Inclusivity:**

- Ensure culturally and linguistically sustaining practices are embedded in coaching cycles, acknowledging and integrating students' cultural backgrounds and multilingual assets.

5. **Foster Sustainability:**



- Develop and implement **multi-year coaching plans** that transition responsibility and capacity to school leaders and teachers over time, ensuring long-lasting impact.
- Support schools in establishing systems for continuous improvement, family engagement, and stakeholder collaboration.

Alignment with Best Practices, Standards, and Sustainability

- **Best Practices in Literacy & Coaching:**

Our services are informed by decades of reading research and adult learning theory. IMSE integrates recommendations from the **International Literacy Association (ILA)** and **National Reading Panel**, particularly emphasizing explicit, systematic instruction and ongoing professional learning. Our coaching model reflects research that shows teachers require **15–20 modeled demonstrations and 10–15 practice sessions** to master new strategies.

- **State & National Standards Alignment:**

IMSE ensures all coaching and instructional strategies align with state-level **literacy standards** and national expectations such as the **Common Core State Standards (CCSS)**. For example, through the IMSE LEADS framework, instructional goals are co-created to meet the specific literacy benchmarks set by each district, while maintaining alignment with broader initiatives like **state literacy plans** and **ESSA (Every Student Succeeds Act)** priorities.

- **Sustainability:**

IMSE's **multi-year coaching framework** prioritizes sustainability through:

- Gradual release models for leadership teams.
- Ongoing data reflection cycles.
- Tools like the **IMSE Admin Reflection Tool** and **Collaborative Action Plans**, which empower schools to independently maintain best practices after formal coaching concludes.



- Building district-wide systems of professional learning communities (PLCs), regular learning walks, and consistent vertical/horizontal alignment meetings.

Coaching Experience & Strategies

IMSE has over **30 years of coaching experience**, having trained nearly **200,000 teachers worldwide** and coached over **5,000 educators**, including in statewide initiatives such as those in Massachusetts, New Mexico, and Indiana.

Key strategies include:

1. One-on-One Coaching & Feedback Loops:

- Pre-observation surveys to set focus areas.
- Classroom observations followed by post-feedback sessions.
- Modeling of lessons and data-driven reflection to refine instructional practices.

2. Collaborative Action Plans:

- Teachers and coaches co-construct targeted, measurable goals based on student data, ensuring accountability and progress toward improvement.

3. Group Professional Learning & PLCs:

- Facilitated learning aligned with district goals and teacher needs.
- Topics include fidelity to IMSE routines, diagnostic assessment use, structured literacy, and culturally sustaining practices.

4. Learning Walks & Data Reviews:

- Leaders and coaches collaboratively conduct classroom walkthroughs to identify trends, calibrate instructional expectations, and ensure consistent implementation.

5. Leadership & Administrative Coaching:

- Coaching sessions for school and district leaders to build capacity in literacy leadership, family engagement, and data-driven decision-making.

6. Family and Community Engagement Integration:



- Coaching supports administrators in fostering meaningful, culturally responsive partnerships with families and communities to sustain literacy success.

Evidence of Impact

Our coaching strategies have been proven effective. For instance, at Mountain Mahogany Community School (MMCS), IMSE coaching directly contributed to a **47-point average increase** in I-Station scores within one year, alongside improved teacher confidence and instructional capacity.

Borden-Henryville Schools experienced improved teacher confidence, instructional quality, and student literacy outcomes, particularly in K-3, through a three-year coaching cycle.

Rowan-Salisbury Schools highlighted how IMSE coaching filled the critical gap after OG training, ensuring fidelity and consistency, resulting in noticeable student reading success.



V. Measurable Outcomes and Evaluation:

IMSE's services are designed with clearly defined **measurable outcomes** and built-in systems of **evaluation, accountability, and continuous improvement**.

Measurable Outcomes Expected:

1. Student Literacy Growth:

- Increase in literacy proficiency scores by a targeted percentage (e.g., **Mountain Mahogany set a goal to improve proficiency from 50% to 75% over three years**).
- Mid-year and end-of-year growth targets based on district/school assessment tools such as I-Station, DIBELS, or state assessments.
- Specific skill mastery in phonemic awareness, decoding, fluency, comprehension, and vocabulary, measured through progress monitoring tools.

2. Teacher Practice & Efficacy:

- Implementation fidelity of IMSE structured literacy routines, measured using **coaching rubrics** and observation checklists.
- Number of teachers successfully completing coaching cycles (e.g., 10-15 practice sessions, 15-20 modeled lessons) as recommended by research.
- Increased teacher confidence and ability to analyze data and adjust instruction independently, as evidenced through surveys and coaching reflection tools.

3. Leadership & Systemic Capacity:

- Establishment and implementation of **sustainable literacy systems** like MTSS frameworks, data teams, and accountability systems.
- Evidence of leadership teams utilizing **IMSE Admin Reflection Tools** and leading professional learning, learning walks, and data analysis sessions without external support by Year 3.

4. Community & Family Engagement:



- Active participation of families and community stakeholders in literacy events and decision-making.
- Surveys and feedback forms capturing family engagement growth and satisfaction.

Evaluation Methods:

1. Data Collection & Analysis:

- **Beginning-of-Year (BOY), Middle-of-Year (MOY), and End-of-Year (EOY)** assessments to track student progress.
- Pre- and post-coaching surveys for teachers and administrators.
- Regular collection of **observation data using IMSE Coaching Rubrics**, focusing on fidelity of literacy instruction.

2. Internal Monitoring Tools:

- **IMSE Collaborative Action Plans**—developed with educators—set clear, measurable goals tied to student data.
- **Coaching Rubric**—standardized observation and feedback tool ensuring consistent delivery of services across coaches.
- **Admin Reflection Tool**—used quarterly to evaluate leadership growth and system changes.
- **Data Reflection Protocols**—quarterly meetings where data trends, instructional impact, and next steps are reviewed.

Internal Checks & Course Corrections:

Checkpoint	Tool/Method Used	Action for Corrections
BOY Data & Needs Assessment	Pre-service data analysis, Admin Reflection Tool	Adjust coaching focus areas and professional learning plans.



Monthly Coaching Sessions	Coaching Rubric, Teacher Surveys	Immediate feedback loops; adapt coaching strategies.
Quarterly Data Reviews	Data Reflection Protocols, Learning Walks	Recalibrate action plans based on student progress data.
Mid-Year MOY Data	Student progress monitoring	Implement intensified interventions if targets are not met.
Quarterly Admin Reflection	Admin Reflection Tool	Adjust leadership coaching focus; re-align school priorities.
EOY Data Analysis	Student & Teacher Outcomes	Final evaluation; revise Year 2/3 plans based on outcomes.

Corrections are made:

- **Immediately** when coaching observation shows lack of instructional fidelity.
- **Quarterly** if data trends indicate a need for additional support.
- **Annually** during year-end reflections and multi-year plan revisions.

Reporting Progress or Lack Thereof:

1. Regular Reports:

- After each data review (BOY, MOY, EOY), IMSE provides a formal report summarizing student progress, teacher efficacy, and leadership development.



2. Coaching Logs & Dashboards:

- Documenting the frequency, type, and focus of coaching sessions.

3. Quarterly Stakeholder Meetings:

- Presenting progress to district leaders, school boards, and community stakeholders.

4. Year-End Reflection Reports:

- Summarizing the year's successes, challenges, measurable outcomes, and recommendations for the following year.

5. Testimonials & Case Studies:

- Sharing qualitative feedback (teacher/admin reflections) alongside quantitative data, like MMCS's 47-point student growth or Borden-Henryville's increased decoding & fluency rates.



VI. Implementation Plans:

See the links below for sample detailed implementation plans:

[Mountain Mahogany Community School
MMCS Multi-Year Coaching Plan](#)

[Borden-Henryville School Corporation Multi-Year Coaching Plan](#)

VII. Resume and References:

IMSE State Approvals, Partner Districts and References: IMSE understands the challenges faced by all size school districts. IMSE's experience with large multi-cultural districts has helped prepare us to empower teachers with the unique skills they will need to succeed. IMSE continues to provide ongoing professional development for over 5,000 districts nationwide. IMSE is on the following [statewide programming advisory lists for the 40 states and District of Columbia that have adopted Science of Reading standards](#):

International Dyslexia Association: [Approved Teacher Trainings](#)

Dyslexia state approvals: [Alabama](#), [Arizona](#), [Idaho](#), [Indiana](#), [Oregon](#), Rhode Island

Structured Literacy Professional Development statewide providers: Arizona, Arkansas, Colorado, Hawaii, Massachusetts, Michigan, Ohio, [Oklahoma](#), Oregon, South Carolina, Wyoming

2024 Statewide Tiers 2 and 3/Supplemental & Intervention Instructional Materials:

- [Alabama Literacy Act Intervention Program](#), Comprehensive OG+, K-3
- [Arizona Department of Education Core, Supplemental and Intervention Reading Program](#), Comprehensive OG+, K-2
- [Colorado READ Supplemental Instructional Resources](#), Comprehensive OG+, K-2
- [Colorado READ Supplemental Instructional Resources](#), Morphology+, 3-5
- [Colorado READ Intervention Instructional Resources](#), Comprehensive OG+, K-12
- [Colorado READ Intervention Instructional Resources](#), Morphology+, 3-12
- [Idaho Component Foundational, Comprehensive OG+, K-2](#)
- [Idaho Component Morphology+, Grades 3-5](#)
- [Missouri DESE State-Approved Supplemental High Quality Instructional Materials List](#), Comprehensive OG+, K-2
- [Ohio Core Foundational Skills](#), Comprehensive OG+, K-2
- [Ohio Evidenced-Based Reading Intervention Materials](#), Comprehensive OG+, K-12



- [Ohio Evidenced-Based Reading Intervention Materials](#), Morphology+, 3-12
- Oklahoma Intervention, IMSE Comprehensive Orton-Gillingham Plus and IMSE Morphology +
- Utah Foundational Skills–IMSE Comprehensive Orton Gillingham Plus, 2022, supplemental program for phonics and advanced phonics.
- Utah Foundational Skills–IMSE Morphology Plus, 2022, supplemental program

References

Name of company/ organization / School	Contact Person (First / Last Name & Title)	Phone Number (include area code)	Email Address (make sure it is current)
Middletown City School District, One Donham Plaza 4th Floor, Middletown, Ohio 45042	Terri Vincent, Elementary Literacy Coach and Level 4 IMSE OG Trainer	513-967-6185	tvincent@middletowncityschools.com
Type of service provided: Professional development for all K-2 teachers in a large urban Title 1 district with a rapidly growing EL population with amazing results (see letter of recommendation included in narrative) for all tier 2 and 3 learners. "IMSE has partnered and supported our large, urban district with a rapidly growing EL population to foster student literacy with all K-2 teachers to ultimately raise literacy scores. IMSE has been available to offer support and guidance for all tier 2 and 3 learners and built a relationship with our curriculum leaders to implement with fidelity."			

Hancock County Public Schools,	Robin Poynter, Assistant Superintendent for Instruction and Assessment	270-927-6914	robin.poynter@hancock.kyschools.us
Type of service provided: Entire district trained 2021 to present "IMSE has provided the structured platform for our strategic improvement for District Reading Improvement in Hancock County Public Schools. The expectations are set high and we are extremely pleased with the thoroughness for us to set our district expectations accordingly. We have trained all of our K-5 teachers with the OG Comprehensive and are getting ready to train all of our 3-10th grade reading teachers in Morphology to set the next layer of			



expectations. At our middle school and high schools, we have interventionists trained with OG Comprehensive, OG Intermediate and Morphology. Our admin is also trained and for sustainability, we have hired a district Literacy Coach to ensure we are using the methodology with fidelity in each of our classrooms. The quality of vendor services is above EXCEPTIONAL. Personalization with every conversation and staff who truly care about our vision and goals for our students. The staff is very attentive to every need and has followed through on every expectation, request and service they have promised. IMSE has simplified our small district's ability to provide quality professional development that we would not otherwise been able to provide for our teachers. The best part is to see the benefits all of our students are gaining with their academic progress."

EXTRA SUPPORT AT EVERY TURN



institute for
multi-sensory
education

Discover Structured Literacy Consultancy with IMSE

The ultimate IMSE immersion – IMSE Consulting brings an IMSE literacy expert to your district to chart a course for success.

From an initial needs assessment to a highly-tailored plan and implementation support, let our skilled team help yours set every student up for long-term success.



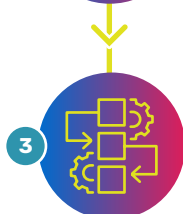
Data Analysis

Collect and analyze data, track and measure impact, help establish data systems, and use insights for continuous improvement.



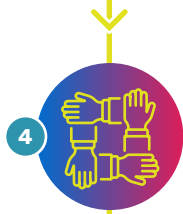
Needs Assessment

Conduct comprehensive interviews, assessments, and stakeholder discussions to set clear, targeted goals for improvement.



Implementation Plan

Create a collaborative plan tailored to your district's unique objectives. This plan can potentially include targeted training, coaching, and leadership development.



Sustainability and Capacity-building

Work closely with school staff and leaders, offering guidance and resources to foster a sense of ownership and ensure that improvements are sustainable beyond the consultancy period.

What your district can expect with IMSE's Structured Literacy Consultancy:

- Collaboration with IMSE experts to **identify your district's specific needs** and challenges.
- Interviews, assessments, and data analysis to **pinpoint areas for improvement**.
- A new plan with **clear guidance** on implementation.
- Training and coaching to ensure **successful and sustainable implementation** across your district.
- Guidance to **align** administrators, coaches and teachers **around the district vision**.

Reading matters, but how it is taught matters even more.

Access custom district recommendations and support to make systemic change a reality.

Ready to learn more?

Speak to an IMSE specialist to get a quote.

IMSE.com

Contact: 800-646-9788

Email: info@imse.com