



institute for
multi-sensory
education



CASE STUDY

Central Point Elementary School Central Point, Oregon

Central Point Elementary School, part of the Central Point School District, is in the famous Rogue River Valley of Southern Oregon, which is nestled between the Cascade and Siskiyou mountain ranges. Central Point is five miles north of Medford, the 8th largest city in the state. Central Point Elementary School is one of six elementary schools (K-5), two middle schools (6-8), and three high schools. There are approximately 4,500 students, 220 licensed staff, and 230 classified staff within the district.



450 STUDENTS

18 EDUCATORS

The school’s vision is “dedicated to fostering the hopeful future of our community and world through education, engagement, and enrichment of every child, every day.”



CHALLENGE

Prior to the pandemic, Central Point Elementary (CPE) School primarily used a nationally accredited reading curriculum that focused on balanced literacy, with components of phonics and whole language approaches being used in classrooms to teach reading. While this was working for some, it was not working for all students.

Consequently, over the past six years, 50% of primary CPE students had not reached the reading benchmark by mid-year. This data was on par with state trends. In the 2022 Nation’s Report Card, Oregon students in fourth and eighth grade displayed a seven-point reading score decline, compared to a national average of a 3 point decline.

As a result, many teachers throughout CPE attempted to implement some Science of Reading (SoR) techniques learned through experience and individual exploration to reach struggling students.

Candey Lee and Melissa Telford are two CPE teachers who wanted more for their students. Along with Tiffany Slaughter, Principal, and Cara Taylor, Assistant Principal of Central Point Elementary (CPE), administrators and educators decided that piecemealing Science of Reading (SoR) methods of teaching reading, without sequence or full intention, were not enough to reach students and create noticeable gains in reading comprehension; the pieces simply weren't coming together.

SOLUTION

In 2017, two elementary schools in the district piloted an evidence-based reading curriculum to supplement instruction, as well as intervention for identified Title 1 students. Eventually, CPSD applied it to the entire district to supplement instruction and as a resource for Tier 2 and 3 interventions. This fostered foundational knowledge of the Science of Reading within the district.

In summer 2022, CPE provided training for nine of its K-2 general education teachers, two third-grade teachers, and two fourth-grade teachers through IMSE's direct, explicit, sequential, and multi-sensory phonics curriculum, hands-on materials, and professional development based on the Science of Reading and Orton-Gillingham. CPE continues to allocate funds and promote training for all elementary teachers through IMSE Orton-Gillingham.

“Our kids are using the CK rule in their spelling and reading; they are paying attention to what their tongues are doing and what their mouths are doing, as well as the repetition and sequence they are taught. Kids’ confidence is skyrocketing, it’s really powerful.”

Melissa Telford

First-grade teacher at Central Point Elementary

To date, 13 Central Point Elementary School teachers have completed IMSE's 30-hour, in-person Orton-Gillingham training, two having completed IMSE's Morphology+ course. Starting with the 2022-23 school year, an initiative to provide training for all grade 3-5 teachers prompted a new wave of training. The initial cohort continues to grow, with 30 educators district-wide joining the movement toward IMSE OG.

“I have never seen teachers come back from training so inspired,” shared Cara Taylor, Assistant Principal at Central Point Elementary.

IMSE OG's positive impact on CPE and its students was almost immediately evident.

“Last year, we were all teaching it from square one and it took about 60 days to get all of the strategies down and develop a routine that felt doable,” said Stephanie Smith, a second-grade teacher at CPE.

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“I have never seen teachers come back from training so inspired.”

Cara Taylor

Assistant Principal at Central Point Elementary



“This year, students came to us already knowing how to do the kinesthetic components and had a background in phonemic awareness so we did not need to frontload the instruction at all. We were able to dive right in and begin building on skills quickly. We are confident that we will be able to teach the full second-grade curriculum and are already seeing some wonderful connections being made daily. Students and teachers are feeling confident and it is really showing in student growth.”

RESULTS

Since 2022, CPE has been actively working with IMSE to provide training in Orton-Gillingham. With 13 CPE teachers fully trained in IMSE’s OG approach and more on track to be trained this year, students in the building are making strides.

Slaughter and Taylor expect reading proficiency levels to climb, as CPE strengthens its commitment to literacy growth and works toward getting all 18 teachers in the building IMSE OG trained.

Teachers have responded positively and with optimism toward reading instruction after completing IMSE training. While the abundance of materials and the transition to digital resources for SmartBoards initially had its challenges, the collaborative efforts across the district have led to the development of comprehensive systems and resources that benefit all educators.

IMSE’s Orton-Gillingham is driving a willingness to use evidence-based tools with fidelity and excitement amongst CPE when analyzing their students’ data.

Principal Slaughter believes it’s been incredibly positive for administrators.

“I can’t think of a better way to drive cohesiveness with staff than through reading and teaching.” shared Tiffany Slaughter, Principal at Central Point Elementary.

Parents have also been impressed, expressing disbelief at their children’s remarkable progress in reading in such a short time. In an unexpected twist, the students have become teachers themselves, sharing the strategies they’ve learned—such as arm tapping and finger tapping—with their parents. During an open house event, teachers introduced the program to parents, who found it approachable and far from intimidating or overwhelming.

“IMSE OG is so simple, it’s black and white,” said Lee. “Parents understand the objective being taught that week – it’s been really great. The kinesthetic component helps ALL kids feel like they can learn to read.”

“School is scary if you have a reading deficit. When all teachers use these strategies, it helps with inclusion; kids don’t feel strange for doing the arm tapping because everyone is doing it. Kids want to go to school and are less fearful of reading.”

Tiffany Slaughter

Principal at Central Point Elementary

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Tiffany Slaughter

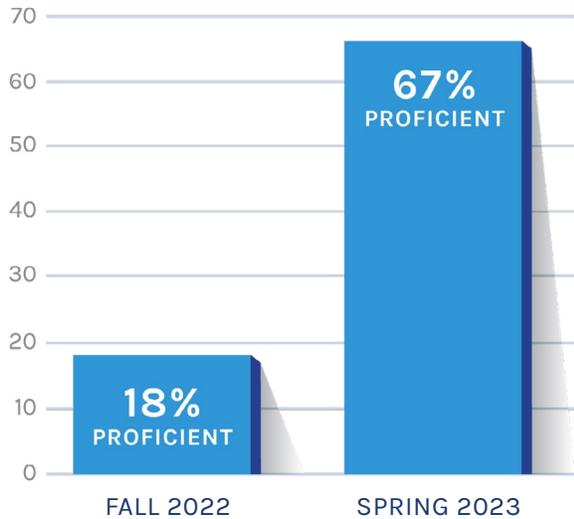
Principal at Central Point Elementary



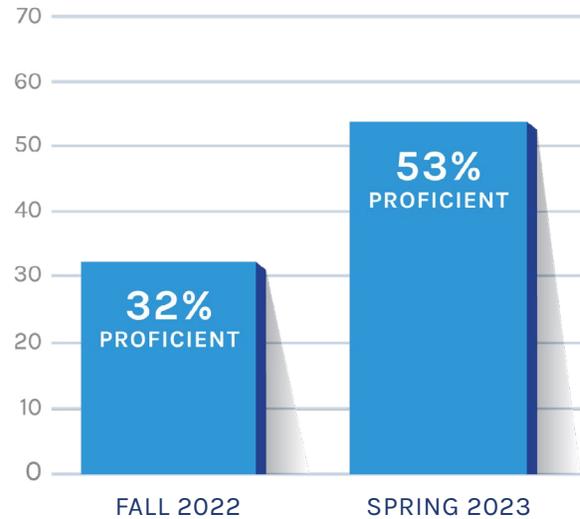
School Wide Data: Fall 2022 - Spring 2023

(Based on AIMSweb® Scores)

KINDERGARTEN OVERALL READING SKILLS



GRADE 1 OVERALL READING SKILLS



49%

AVERAGE INCREASE
in Reading Proficiency from
Fall 2022 - Spring 2023

21%

AVERAGE INCREASE
in Reading Proficiency from
Fall 2022 - Spring 2023



ABOUT IMSE

IMSE is an education pioneer and the leading provider of Structured Literacy solutions based on the Science of Reading that incorporates the Orton-Gillingham methodology and all five pillars of literacy to empower teachers from day one.

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Contact info@imse.com to learn more about our work with school districts around the country.