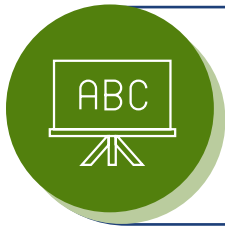




institute for
multi-sensory
education



CASE STUDY



Greater Holy Temple Christian Academy

Milwaukee, Wisconsin

At Greater Holy Temple Christian Academy in Milwaukee, Wisconsin, educators believe every student deserves the opportunity to become a confident reader. Serving a community where many students have historically faced barriers to literacy success, school leaders saw an opportunity to strengthen reading instruction by giving teachers a shared, evidence-based framework that could support every learner.

They partnered with IMSE to implement a schoolwide Structured Literacy curriculum grounded in the Science of Reading. Through consistent instruction, meaningful assessment, and a commitment to meeting students where they were, Greater Holy Temple Christian Academy transformed literacy instruction into a cohesive system that is helping more students build strong reading foundations.

School Profile



K4-8

Grades Served



94%

Economically
Disadvantaged

Student Demographics



95%

Black

4%

Hispanic/Latino

1%

White



THE CHALLENGE

Greater Holy Temple Christian Academy's leaders knew their students were capable of stronger literacy outcomes, but they also recognized that teachers needed greater support to deliver consistent foundational reading instruction.

Greater Holy Temple Christian Academy's educators came from a variety of professional backgrounds, but many had not received formal training in Structured Literacy or the Science of Reading. As a result, foundational literacy instruction lacked consistency across classrooms. Leaders also wanted timely, actionable data that would allow teachers to monitor student growth and adjust instruction long before state assessment results became available.

"The challenge wasn't the teachers. They care deeply about their students, they just hadn't been given the training or tools they needed. Once everyone had the same roadmap, everything started to change."

Jake Daggett

K-5 ELA Director at Greater Holy Temple Christian Academy

decodable readers matched to student needs. The same instructional framework was extended into Pre-K classrooms, introducing foundational literacy skills through developmentally appropriate instruction.

Assessment became another key part of implementation. Teachers administered IMSE's benchmark assessments throughout the school year across passage reading, word reading, sentence reading, and spelling, giving them immediate insight into student progress. Instead of waiting for annual test scores, educators could adjust instruction in real time while building confidence through visible student growth.

"My students especially loved the decodable texts. They were fun and engaging, which encouraged students to read more, even choosing to read them during free time. IMSE has been a valuable addition to our school and has helped foster greater confidence and excitement around reading."

Whitney Mays

1st Grade Teacher at Greater Holy Temple Christian Academy



THE SOLUTION

Greater Holy Temple Christian Academy focused on creating a literacy model that was simple, sustainable, and consistent.

The school implemented IMSE's OG+ curriculum across elementary classrooms, providing teachers with explicit, evidence-based instructional routines they could confidently use every day. Leaders also met students where they were academically, using using second grade IMSE materials with third-grade students who still needed additional foundational skills instruction.

Teachers established consistent daily routines through IMSE's three-part drill, daily dictation, and



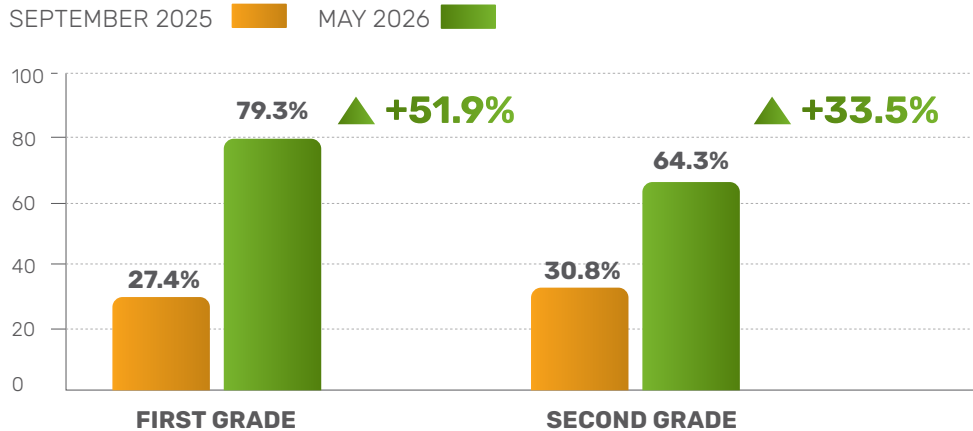
THE RESULTS

Greater Holy Temple Christian Academy quickly began seeing measurable literacy gains after implementing IMSE OG+ with fidelity. A consistent instructional framework, paired with ongoing assessment, helped teachers respond to student needs throughout the year while building momentum across the school.



2025-26 GHTCA Foundational Literacy Growth by Grade

Overall Foundational Skills Composite



Beyond the assessment data, educators also observed:

- Greater consistency in literacy instruction across classrooms
- Stronger teacher confidence
- Increased collaboration around student progress
- Earlier identification of learning gaps
- Increased student engagement around literacy instruction

Building Strong Readers Through Structured Literacy

Greater Holy Temple Christian Academy's literacy transformation demonstrates that meaningful change begins with giving educators the tools, training, and confidence to teach reading explicitly and consistently. Through IMSE's Structured Literacy approach, teachers gained a shared instructional framework while students developed stronger foundational reading skills and greater confidence as learners.

According to literacy leaders at Great Holy Temple Christian Academy, a key takeaway was the value of focus: doing fewer things, but doing them exceptionally well. Consistent daily routines, assessment-driven instruction, and evidence-based practices created a sustainable model that teachers can implement with confidence and that students can rely on every day.

"IMSE equipped me with the tools I needed to provide my students with endless opportunities to explore new skills in creative and engaging ways, both individually and as a whole group."

Parker Lawson

1st Grade Teacher at Greater Holy Temple Christian Academy



ABOUT IMSE

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

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



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