



**Public Act 144 of 2022 (MCL 388.1698c)  
Section 98c – Learning Loss Plan**

**Updated October 24, 2022**

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Date of presentation to the Board of Education, to the parents and legal guardians of pupils enrolled in the district, and to other members of the community: October 24, 2022 7:00 pm [Agenda](#)

Location of plan and any updates/revisions to the plan posted on website: [Learning Loss Plan](#)

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During the 2020-21 school year, the Lakewood Public Schools was one of the few school districts in the State of Michigan to provide in-person instruction five day per week for the entire school year. Still, this being the first full school year of the COVID-19 pandemic, many students and staff tested positive having a negative impact on the learning and achievement of in-person students along with their peers whose parents chose to have them in participate in the district's remote program.

In the Summer of 2020, the Lakewood Public Schools held in-person summer school for the first time in several years to provide additional instructional time and opportunities for students. While enrollment was open to any K-8<sup>th</sup> grade student (credit recovery opportunities were provided to 9<sup>th</sup>-12<sup>th</sup> grade students), principals and teachers met to identify and invite students who were considered most at risk of significant learning loss to Camp Viking.

While the 2021-22 school year saw a return of nearly 100% of students to daily in-person learning, the district experienced three times the number of positive COVID-19 cases among students and staff than the previous year. While this contributed to loss of learning time and opportunities, a focus on addressing learning loss resulted in significant strides being made in the district's academic Multi-Tiered System of Support (MTSS) programming, especially at the Pre-K through fourth grade levels.

Elementary scheduling and staffing have been adjusted to provide MTSS support students who are identified on a series of measures to be behind grade level in reading and/or mathematics. But, probably the most significant investment has been in the training of a cadre of teachers and paraprofessionals in Orton-Gillingham and the training of one of the elementary interventionists to be a district trainer in Math Recovery.

Orton-Gillingham is a combined direct, multi-sensory teaching strategy paired with systemic, sequential lessons focused on phonics following the evidence and research behind the Science of Reading (<https://www.orton-gillingham.com>). Math Recovery training provides teachers the skills to design, implement, and analyze individual students numeracy strengths and weaknesses in order to increase student understanding and achievement (<https://www.mathrecovery.org>).

Currently, approximately half of the PreK-4th grade teachers and paraprofessionals in the district have been trained to provide Orton-Gillingham based reading intervention and, as shared previously, the district has invested in a specific staff member to become a Math Recovery trainer. Section 98c Learning Loss Grant funding will provide



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the district the opportunity to 1) train the remaining PreK-4th grade teachers and paraprofessionals in Orton-Gillingham as a required condition of employment and 2) to begin the process of training all PreK-6th grade teachers in Math Recovery, starting with all Kindergarten through 1st grade teachers, along with elementary special education teachers this school year. Our previous experience with both programs has 1) yielded positive results as we continue to make up for the instructional and learning loss due to the pandemic, and 2) will have an on-going impact on future students entering the district.

The district understands that by receiving Section 98c funding it will be required to provide a report to MDE by July 14, 2023 on how the funds were spent, the services provided, the number of students reached, the metrics used to measure outcomes, and the impact on student learning loss.