

Livonia Public Schools

Niji Iro Elementary



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2024-2025

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2024-2025 Annual Education Report



Niji Iro Elementary School

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Lawrence DeLuca, Principal



LIVONIA

PUBLIC SCHOOLS

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February 1, 2025

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information on the 2024-2025 education process for Niji Iro Elementary School. The AER addresses the complex reporting information required by federal law and state laws. The school's report contains information about student assessment, accountability and teacher quality. If you have any questions about the AER, please contact Lawrence DeLuca, Principal of Niji Iro Elementary, for assistance.

The AER is available for you to review electronically by visiting the following web site [Niji Iro Website](#) or you may review a copy by contacting the Niji Iro Elementary School office.

For the 2024-2025 school year, schools were identified based on previous years' performance using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Targeted Support and Improvement (TSI) school is one that had at least one underperforming student subgroup in 2023-2024. An Additional Targeted Support (ATS) school is one that had a student subgroup performing at the same level as the lowest 5% of all schools in the state in 2021-2022. A Comprehensive Support and Improvement (CSI) school is one whose performance was in the lowest 5% of all schools in the state, had a graduation rate at or below 67%, or failed to exit ATS status in 2021-2022. Some schools are not identified with any of those labels. In these cases, no label is given. Our school has not been given one of these labels.

The AER has two major sections to it that are required by state law. The information contained in the first section was compiled by district staff. It presents relevant information about our district, our academic programs, school improvement efforts, two years of results on district developed assessments and nationally norm referenced assessments. It also includes the district's parent involvement policy and specialized programs.

The second section of the report contains information provided by the Michigan Department of Education and is required to be presented in MDE format.

The students who tested in the bottom 30% have been identified as a subgroup that is underperforming. We have looked at the areas of Reading and Math and are actively working to address these issues by:

- English teachers servicing students in need of additional support in the area of math and reading through targeted interventions.
- Differentiated instruction in both Reading and Math designed to meet the needs of all students.

- Targeted small group instruction based on screeners to determine skills students need support in.
- Curriculum review and mapping to the state standards in the area of Math.
- Daily interventions with our Dual Language Interventionist.

State law requires that we also report additional information as found on the following pages.

Our collaborative efforts positively impact our school's success and student achievement as evidenced by the steady reduction of students on Individualized Reading Intervention Plans.

Sincerely,

Lawrence DeLuca
Niji Iro Principal

Livonia Public Schools prohibits unlawful discrimination on the basis of race, color, religion, sex, national origin, age, height, weight, marital status, handicap or disability in any of its educational programs or activities. The following person has been designated to handle inquiries and grievances regarding discrimination based on race, color, religion, sex, national origin, age, height, weight, and marital status-Director of Human Resources, 15125 Farmington Road, Livonia, MI 48154 at [\(734\) 744-2501](tel:7347442501). The following person has been designated to handle inquiries and grievances regarding discrimination based on handicap or disability-Director of Student Services, 15125 Farmington Road, Livonia, MI 48154 at [\(734\) 744-2524](tel:7347442524).

MISSION STATEMENT

We are a multicultural community learning together to inspire each other to become positive, thoughtful, bilingual citizens of the world.

VISION

Niji-Iro is designed to educate students in a high-quality, bilingual, and meaningful environment.

VALUES/COLLECTIVE COMMITMENTS

Climate

We believe that we are all responsible for creating a school community that is

Kind やさしく

Responsible きまわりを守って

Safe 安全に

We believe that everyone in our school community models and practices our Niji-Iro Pledge:

- Never give up
- I try my best to learn
- Japanese and English
- I include every culture

- I will do the
- Right thing
- Our ideas make a difference

SCHOOL PROFILE

Niji-Iro Japanese Immersion Elementary School currently serves 215 students (our enrollment fluctuates slightly over the course of the year as students move to and from Japan) in grades K-6. The Principal of Niji-Iro is Lawrence DeLuca. There are 6 English homeroom teaching staff and 6 Japanese homeroom teaching staff.

In addition, we have the following professional support staff: school psychologist, school social worker, speech and language teacher, special education teacher, occupational therapist, and physical therapist.

Assisting all of us in keeping the building operating in an organized manner, keeping the building clean, and helping teachers and students are one secretary and one building supervisor.

ASSIGNING PUPILS TO THE SCHOOL

Students assigned to Niji-Iro Japanese Immersion Elementary School are based upon Schools of Choice. Niji-Iro is a tuition-free magnet school, part of the Livonia Public School District and enrolls children throughout southeastern Michigan. Students who enroll in Niji-Iro are considered part of the Livonia Public Schools District, regardless of where they currently reside.

SCHOOL IMPROVEMENT

School improvement is a process by which stakeholders in a school work cooperatively to improve student achievement. An analysis of student achievement data led Niji Iro Elementary Staff to focus our improvement efforts on the fundamental areas of reading, writing and mathematics. We have developed action plans using proven interventions and are annually documenting our progress toward the achievement of these goals.

School Improvement Goals 2022-2025

Reading Goal: All students will be proficient readers of grade level content in English Language Arts.

Measurable Objective 1: A 5% increase of all students will demonstrate a proficiency in phonics (K-2), vocabulary (3-4), and comprehension of literature (5-6) in English Language Arts as measured by i-Ready and classroom assessments.

Math Goal: All students will be proficient in mathematics.

Measurable Objective 1: A 5% increase of all students will demonstrate a proficiency in numbers and operations in Mathematics as measured by state and school assessments.1: A 5% increase of all students will demonstrate a proficiency in numbers and operations (K-3), algebra and algebraic thinking (4-6) in Math as measured by i-Ready and classroom assessments.

Writing Goal: All Students will be proficient writers in all content areas.

Measurable Objective 1: A 5% increase of all students will demonstrate a proficiency in writing in English Language Arts as measured by state and school assessments.

SPECIALIZED SCHOOLS OR PROGRAMS

At the elementary level, students may be enrolled in Alternative Classrooms for the Academically Talented (ACAT) at Webster Elementary School, Niji-Iro Japanese Immersion Elementary School and special education centers at Coolidge, Grant, Johnson, Randolph and

Webster. A preschool and a Great Start Readiness Program (GSRP) are operated at the Livonia Early Childhood Center, and preschool special education programs are located at Roosevelt Elementary and Livonia Early Childhood Center. Other special education programs are available in western Wayne County for our students with disabilities, based upon their individual needs. Specific information about these programs is available on the district Web site at www.livoniapublicschools.org.

CORE CURRICULUM

The core curriculum at Niji Iro Elementary provides learning experiences in reading, writing, speaking, listening, spelling, handwriting, mathematics, social studies, science, technology, health, physical education, art, vocal music, and enrichment activities. The core curriculum is based on the Michigan Department of Education Common Core State Standards for Mathematics and English Language Arts, the State of Michigan Social Studies Standards and the Next Generation Science Standards.

The goal of education is to provide all learners with a solid foundation of skills, knowledge, and understandings that are necessary for their continual growth and success as students within the school setting and as adults in society. As a result of sound K-12 education based on well defined educational outcomes, a Livonia Public School graduate will:

1. Respect self, others, and the environment.
2. Communicate effectively.
3. Know how to learn and work productively.
4. Acquire and process information.
5. Use critical and creative thinking to make decisions and solve problems.
6. Work and participate independently and cooperatively.
7. Acquire a core of understanding and competencies within the content areas.

A copy of the core curriculum may be obtained from the district's Academic Services Department.

STUDENT ACHIEVEMENT ON DISTRICT DEVELOPED AND NATIONAL ASSESSMENTS

The following tables, show the results of local testing for the district. Students are assessed using district created benchmark assessments, running records and I Ready Diagnostic Assessment.

DISTRICT LITERACY ASSESSMENTS

Students in kindergarten are assessed on a one-on-one basis regularly during the school year to measure progress toward grade-level literacy skills. The following table, Early Literacy Benchmark Assessment - Kindergarten, shows the results of this testing by school and district.

EARLY LITERACY BENCHMARK ASSESSMENT – KINDERGARTEN			
Spring 2024	Letter Identification	Letter Sounds	Rhyme
Niji Iro	97.7%	93%	
District	94.6%	67.9%	
Spring 2023	Letter Identification	Letter Sounds	Rhyme
Niji Iro	100%	100%	84%
District	90%	88.5%	73.5%

Students in grades K-4 are assessed using running records with comprehension to students one-on-one. Kindergarten teachers administer running records with comprehension in the spring and at the end of the school year. Students in grades 1-4 are assessed multiple times each year.

The following table shows the percent of students at each grade level that performed at or above grade level on this assessment.

RUNNING RECORDS ASSESSMENTS					
GRADES K-4					
Percent of students that Performed At or Above Grade Level					
Spring 2024	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Niji Iro	31.7%	80%	61.8%	72%	76%
District	63.7%	66.8%	75.9%	75.4%	69%
Spring 2023	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Niji Iro	52.6%	60%	78.9%	57.7%	72.4%
District	68.1%	67.8%	76%	72.5%	72.6%

The following chart shows the percentage of students at each grade level that performed at or above grade level on the i-Ready Diagnostic Assessment at the end of the school year.

Kindergarten students are assessed on their attainment of grade-level reading standards two times during the school year using the i-Ready Reading Diagnostic Assessment. In grades 1-4, students are assessed on three or more times during the school year to drive instruction and interventions.

i-READY READING					
Percent of Students Mid or Above Grade Level					
Spring 2024	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Niji Iro	41%	69%	41%	41%	33%
District	62%	59%	55%	49%	38%
Spring 2023	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Niji Iro	63%	51%	58%	50%	41%

District	61%	57%	54%	46%	39%
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DISTRICT MATHEMATICS ASSESSMENTS

The following chart shows the percentage of students at each grade level that performed at or above grade level on the i-Ready Diagnostic Assessment at the end of the school year.

Kindergarten students are assessed on their attainment of grade-level reading standards two times during the school year using the i-Ready Reading Diagnostic Assessment. In grades 1-4, students are assessed on three or more times during the school year to drive instruction and interventions.

i-READY Mathematics Percent of Students Mid or Above Grade Level					
Spring 2024	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Niji Iro	77%	77%	36%	38%	54%
District	58%	54%	40%	45%	48%
Spring 2023	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4
Niji Iro	74%	51%	58%	46%	59%
District	53%	51%	42%	45%	44%

PARENT TEACHER CONFERENCES

One of the most important factors of a child's success in school is the involvement of parents or guardians in the educational process. Niji-Iro Elementary has a high degree of parental involvement. In 2023-2024, we had 97.5% of our parents attend parent-teacher conferences and 75% attend Curriculum Night. In 2024-2025, we had 98.6% of our parents attend parent-teacher conferences and 82.8% attended Curriculum Night.

PARENT INVOLVEMENT

The district's Parent Involvement Plan is available on the district's website, which is linked to each school's website.

BOARD POLICY

IDD

**INSTRUCTIONAL PROGRAM
PARENT INVOLVEMENT**

**JUNE 20, 2011
Reviewed 5/2014**

The Board strongly encourages and welcomes the involvement of parent(s)/guardian(s) in all of the District's educational programs. It is recognized and appreciated that parents/guardians are the "first teachers" of their children, and that their interest and involvement in the education of their child should not diminish once their child enters the schools of the District. Accordingly, the Board directs, by the adoption of this policy, that the administration shall design a program/plan that will encourage parent(s)/guardian(s) how to become more involved in their child's educational programs.

DATA FROM THE MICHIGAN DEPARTMENT OF EDUCATION

These reports contain the following information:

Student Assessment Data

Includes the following four assessments: M-STEP (Michigan Student Test of Educational Progress), College Board PSAT, MI-Access (Alternate Assessment), and College Board SAT. This section of the report presents assessment information for English language arts and mathematics for grades 3 to 8 and 11, and MI-Access science for grades 4, 7 and 11, compared to state averages for all students as well as subgroups of students.

Accountability – Detail Data and Status

The accountability portion of the AER includes assessment proficiency and participation rates, graduation or attendance rates, as well as accountability index values showing school performance on a 0-100 scale.

Teacher Qualification Data

- Identifies the number and percentage of inexperienced teachers, principals, and other school leaders. Reports teachers who are teaching with emergency or provisional credentials.
- Includes teachers who are not teaching in the subject or field for which they are certified.

NAEP Data (National Assessment of Educational Progress)

- Provides state results of the national assessment in mathematics and reading every other year in grades 4 and 8

Civil Rights Data

- Provides information on school quality, climate and safety.

This link: [MiSchool Data-Niji Iro](#) will take you to the reports provided by the Michigan Department of Education for Niji Iro Elementary School.