

# Niji-Iro Japanese Immersion Elementary School

<http://livoniapublicschools.org/niji>



## 2020-2021 Annual Education Report

### BOARD OF EDUCATION 2020-2021

Colleen Burton, President  
Mark Johnson, Vice President  
Karen Bradford, Secretary  
Tammy Bonifield, Trustee  
Dan Centers, Trustee  
Madeline Acosta, Trustee  
Liz Jarvis, Trustee

Andrea L. Oquist,  
Superintendent



36611 Curtis Road  
Livonia, MI 48152  
734-744-2785

Lawrence DeLuca, Principal



January 29, 2021

Dear Parents and Community Members:

We are pleased to present you with the Annual Education Report (AER) which provides key information about the continuous improvement goals and educational progress of Niji-Iro Japanese Immersion Elementary School students based on 2019-2020 assessment results. The AER addresses the complex reporting information required by federal law and some requirements of 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, Lead Administrator of Niji-Iro Japanese Immersion Elementary School, for assistance.

The AER is available for you to review electronically by visiting the following web site <http://niji-iro.livoniapublicschools.org> or you may review a copy by contacting the Niji-Iro Japanese Immersion Elementary School office.

For the 2019-2020 school year, schools were identified using definitions and labels as required in the Every Student Succeeds Act (ESSA). A Target Support and Improvement (TSI) school is one that has at least one underperforming student group. An Additional Targeted Support (ATS) school is one that a student subgroup performing at the same level as the lowest 5% of all schools in the state. A Comprehensive Support and Improvement (CSI) school is one whose performance is in the lowest 5% of all schools in the state or has a graduation rate at or below 67%. Some schools are not identified with any of these 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. 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, results on district and school 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. We have looked at the areas of Reading and Math where students are underperforming. We 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 Guided Reading instruction.
- 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.

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 as bilingual community will persevere to empower each individual to find an identity in a multi-cultural environment and be reflective, thoughtful, bilingual citizens in a global community.

## **VISION**

Niji-Iro is designed to educate students in a high-quality, bilingual, comprehensive and meaningful education. We strive to be culturally cooperative, communicating and receiving information with an empathetic attitude. This will encourage flexible thinking and an adaptable attitude. Students' bilingual education will enhance critical thinking and develop an identity to take risks and problem solve. Our high standards and expectations will build lifelong, confident learners.

## **BELIEFS**

### **Learning**

We believe...

- students learn at different paces through a variety of modalities.
- students can succeed when we consider their individual needs.
- students take more ownership for learning when they are engaged and know the purpose.
- students can be successful learning a second language when there are clear, consistent, and high expectations.
- Everyone learns where there is fun, positive, supportive, environment where ideas and cultures are valued.

### **Parents & School**

We believe...

- communication is essential between home and school.
- parents and teachers are partners in student learning.

## Climate

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

**Kind** やさしく

**Responsible** きまりを守って

**Safe** 安全に

## Behavior

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

- **N**ever give up
- **I** try my best to learn
- **J**apanese and English
- **I** include every culture
  
- **I** will do the
- **R**ight thing
- **O**ur ideas make a difference

## SCHOOL PROFILE

Niji-Iro Japanese Immersion Elementary School currently serves 250 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 12.5 English teaching staff and 7.5 Japanese teaching staff. Livonia Public Schools shared time program provides an art and physical education teacher.

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.

***State law requires that we report the following additional information.***

## 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 in which stakeholders in a school work cooperatively to improve student achievement. The process relies on staff, parents, and students participating in collaborative decision making in formulating and implementing achievement goals. The goals are determined through analysis of student achievement data and survey information. Action plans using proven interventions are developed for each improvement goal and progress toward achievement of the goals is documented annually.

Our school improvement goals for 2019-2020:

1. All students will be proficient readers of grade level content in English Language Arts.
2. All students will be proficient readers of grade level content in Japanese Language Arts.
3. All students will be proficient in mathematics.
4. All Students will be proficient writers in all content areas.
5. All students will be proficient in science.
6. All students will experience a positive, safe, and welcoming environment, where both students and adults respect and value one another.

Our school improvement goals for 2020-2021:

7. All students will be proficient readers of grade level content.
8. All students will be proficient in mathematics.
9. All Students will be proficient writers in all content areas.
10. All students will be proficient in science.
11. All students will experience a positive, safe, and welcoming environment, where both students and adults respect and value one another.

The Livonia Public Schools School District has had its District Level accreditation through AdvancED. Through the district accreditation process, Niji-Iro Japanese Immersion Elementary School also received AdvancED accreditation. The AdvancED accreditation process supports and validates district and school level improvement efforts.

## **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, Kennedy, Randolph and Webster. A preschool is operated at the Jackson Center, a Great Start Readiness Program (GSRP) is located at Garfield Community School, and preschool special education programs are located at Roosevelt Elementary and Jackson 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](http://www.livoniapublicschools.org).

## CORE CURRICULUM

The core curriculum at Niji-Iro Japanese Immersion Elementary School provides learning experiences in reading, writing, speaking, listening, spelling, handwriting, mathematics, social studies, science, technology, physical education, art, vocal music, and enrichment activities in both English and Japanese. The core curriculum is based on the grade level content expectations (GLCEs) from the Michigan Department of Education and the Common Core State Standards for Mathematics and English Language Arts. The school also incorporates the Japanese Educational 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:

- Respect self, others, and the environment.
- Communicate effectively.
- Know how to learn and work productively.
- Acquire and process information.
- Use critical and creative thinking to make decisions and solve problems.
- Work and participate independently and cooperatively.
- 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

### DISTRICT LITERACY ASSESSMENTS

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

Niji-Iro Japanese Immersion Elementary School uses the REACH curriculum by National Geographic for reading and writing and utilizes the district's professional development for best practices.

EARLY LITERACY BENCHMARK ASSESSMENT - KINDERGARTEN			
Spring 2019	Letter ID	Sound ID	Rhyme
Niji-Iro	91.1%	80.0%	88.9%
District	95.9%	93.0%	96.2%
Spring 2020	Letter ID	Sound ID	Rhyme
Niji-Iro	No assessment due to CoVID-19		
District			

Students in grades 1-6 are assessed using the Fountas and Pinnell Benchmark Assessment System. Teachers administer running records with comprehension to students one-on-one.

Kindergarten teachers administer reading records with comprehension at the end of the school year.

Students in grades 1-2 are assessed three times each year. Students in grades 3-6 are assessed at the beginning of the year and additionally based on need. The following table shows the percent of students at each grade level that performed at or above grade level on this assessment.

<b>FOUNTAS AND PINNELL BENCHMARK ASSESSMENTS</b>							
<b>GRADES K-5</b>							
<b>Percent of Students that Performed At or Above Grade Level</b>							
<b>Spring 2019</b>	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 6</b>
Niji-Iro	42.2%	42.6%	69.4%	69.0%	64.0%	100.0%	100%
District	71.7%	67.6%	81.8%	76.4%	72.2%	46.0%	38.6%
<b>Spring 2020</b>	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>	
Niji-Iro	No assesment						
District	due to CoVID-19						

Beginning in 2016-17 all students in grades 1-5 were assessed on their attainment of grade-level reading standards three times during the school year using the i-Ready Reading Diagnostic Assessment. Kindergarten students were assessed using i-Ready twice during the school year.

<b>i-READY READING</b>							
<b>Percent of Students At or Above Grade Level</b>							
<b>Spring 2019</b>	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 6</b>
Niji-Iro	65.0%	43.0%	44.0%	36.0%	38.0%	23.0%	57.0%
District	59.0%	56.0%	53.0%	47.0%	39.0%	34.0%	38.0%
<b>Spring 2020</b>	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>	
Niji-Iro	No assessment						
District	due to CoVID-19						

### **NIJI-IRO MATHEMATICS ASSESSMENTS**

Students in grades 1-6 were assessed on their attainment of grade level mathematics standards three times during the 2018-2019 school year using i-Ready Math Diagnostic Assessment. Kindergarten students were assessed using i-Ready twice during the school year.

The following chart shows the percentage of students who were at or above grade level on the spring i-Ready Diagnostic Assessment.

<b>i-READY MATHEMATICS</b>							
<b>Percent of Students At or Above Grade Level</b>							
<b>Spring 2019</b>	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>	<b>Grade 6</b>
Niji-Iro	82.0%	56.0%	69.0%	45.0%	52.0%	55.0%	43.0%
District	63.0%	55.0%	49.0%	47.0%	52.0%	37.0%	28.0%
<b>Spring 2020</b>	<b>Kindergarten</b>	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>	
Niji-Iro	No assessment	due to CoVID-19					

District							
----------	--	--	--	--	--	--	--

Students were assessed in mathematics knowledge during the 2018-2019 school year. In June, students in Kindergarten were tested on Common Core State Standards for Mathematics (CCSS) strands taught within the *Singapore Math* program. Students in grades 1-5 were tested on Common Core State Standards for Mathematics (CCSS) and reported using Grade Level Content Expectations (GLCEs) strands taught within the Japanese *Sansu Math* curriculum. Students in 6th grade use the *Big Ideas Math* curriculum.

Kindergarten students were assessed with a paper and pencil assessment created by *Singapore Math* and students in grades 1-5 were assessed using a paper and pencil assessment created by the school using *Sansu Math* end of year assessments, and 6th grade used assessments from *Big Ideas Math*.

### NORM REFERENCED ASSESSMENT

The Cognitive Ability Test (CogAT) from Riverside Publishing is administered to sixth grade students.

CogAT GRADE 6 Age Percentiles				
2018-2019	Verbal	Quantitative	Nonverbal	Composite
Niji-Iro	61	63	58	61
District	59	60	59	60

### 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 evidenced by 98% (257 of 262) of our parents attending parent-teacher conferences in 2019-2020. In 2020-2021, we also had 98.7% (226 of 229) of our parents attend parent-teacher conferences.

Seventy-seven percent of parents (representing 172 of 224 students) attended our fall 2019 Open House in August.

### 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 children 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) participation that may include, but not be limited to: The development and review of instructional materials; input on the ways that the District may better provide parent(s)/guardian(s) with information concerning current laws, regulations, and instructional programs; and District offerings of training programs to instruct parent(s)/guardian(s) how to become more involved in their child's educational programs.

Pursuant to state law, the Superintendent shall provide a copy of the District's Parental Involvement plan to all parents.

## 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.

---

The link <http://bit.ly/2HjV1Y6> will take you to the reports provided by the Michigan Department of Education for Niji-Iro Japanese Immersion Elementary School.