

Russellville Independent School District LAU Plan

Rationale

The Russellville Independent School District's (RISD) Language Instruction Educational Program (LIEP) for multilingual learners is grounded in a commitment to equity, access, and high expectations for every student. At its core, the program recognizes that multilingual learners bring valuable linguistic and cultural assets to the classroom, and it is the responsibility of the district to nurture those assets while ensuring full access to grade-level academic content.

The guiding principles begin with a belief in asset-based thinking. Multilingualism is viewed not as a barrier, but as a strength that enriches the learning environment for all students. Instructional practices are designed to affirm students' home languages and cultures, fostering a sense of belonging and identity while promoting academic growth.

A second principle is equitable access to rigorous instruction. Multilingual learners are provided meaningful opportunities to engage with grade-level standards in all content areas. Language development is integrated with academic instruction, rather than treated as a separate or isolated component. Teachers use research-based strategies—such as scaffolding, differentiated instruction, and explicit language objectives—to ensure that students can participate fully and successfully.

The program is also guided by a commitment to systematic and data-informed decision-making. The district uses multiple measures—including language proficiency assessments, classroom performance, and formative data—to identify students' needs, monitor progress, and adjust instruction. Placement, services, and exits from the program are determined through transparent, consistent processes aligned with state and federal requirements.

Another essential principle is qualified and collaborative staff. Educators who serve multilingual learners are appropriately certified and receive ongoing professional learning in effective instructional strategies, cultural responsiveness, and language development. Collaboration among general education teachers, language specialists, and support staff is essential to ensure coherence and consistency in service delivery.

Family and community engagement is a cornerstone of the LIEP. The district actively communicates with families in languages they understand, ensuring they are informed partners in their children's education. Families are provided with clear information about program options, student progress, and their rights, and are encouraged to participate meaningfully in school activities and decision-making processes.

The program also emphasizes program accountability and continuous improvement. The district regularly evaluates the effectiveness of its LIEP by analyzing student outcomes, program implementation, and stakeholder feedback. Findings are used to refine practices and ensure compliance with legal obligations, including those established under federal civil rights laws.

Finally, the LIEP is guided by a principle of inclusive and supportive learning environments. Multilingual learners are integrated with their peers to the greatest extent possible, with appropriate supports to ensure success. Social-emotional well-being is prioritized alongside academic achievement, recognizing the unique experiences many multilingual learners bring.

Together, these principles form a comprehensive framework that ensures multilingual learners are supported, challenged, and empowered to achieve linguistic proficiency and academic success, while contributing their unique perspectives to the broader school community.

Student Identification and Placement

Home Language Survey (HLS)

The Home Language Survey is used to identify potential English Learners and must be administered only **upon a student's initial enrollment in a Kentucky public school**. It should not be re-administered if a student transfers between districts. The HLS must be completed by the student's parent or guardian.

EL Identification Process

- 1. Administer the Home Language Survey (HLS):**

- If **all answers indicate English**, no further action is required; the student is not considered EL.
- If **any answer indicates a language other than English**, the student is considered a *potential EL* and must be screened.

2. Kindergarten:

- Administer the **WIDA Screener for Kindergarten**.
- Kindergarten students cannot exit EL status until they score **4.5 or higher overall** on the **ACCESS for ELLs** assessment.
- Parents may decline EL services, but identification remains for accountability purposes.

3. Grades 1–12:

- Administer the **WIDA Screener Online**.
- A score of **4.5 or higher overall composite** results in classification as **Initially Fully English Proficient (IFEP)**. These students do not take the ACCESS assessment.
- Students scoring below 4.5 are identified as **EL**.

4. **Notify parents/guardians** of placement in the Language Instruction Educational Program (LIEP).

Program Services Plan (PSP)

Students receiving EL services must have a **Program Services Plan**. Notification to parents/guardians must include:

- The instructional methods used in the EL program and other available programs.
- How the program addresses their child's educational strengths and needs.

- How the program will help the child learn English and meet academic standards required for grade promotion and graduation.

Assessment of Current EL Students

ACCESS for ELLs

- ACCESS is an annual assessment administered to ELs in grades K–12 to determine English proficiency.
- The **MODEL assessment** may be used up to two times per year to monitor progress before the ACCESS test.

Renaissance STAR Assessment

- Administered to all K–10 students, including ELs, **three times per year**.
- **STAR Reading (Spanish)** may be used for Newcomers or Level 1 students. All other EL students take STAR Reading and Math in English.

Kentucky Summative Assessment (KSA)

- Administered annually during the last 14 instructional days.
- ELs in grades 3–5, 6–8, 10, and 11 must participate after **one full year of enrollment**.
- **First-year ELs** are:
 - Required to take math and science **for participation only**.
 - Exempt from reading, writing, and social studies.
- Medical exemptions will follow Kentucky Department of Education guidelines.

Service Delivery Models

Model	Description	EL Levels
Pull-Out ESL	Targeted language instruction outside class	Levels 1–2
Push-In / Co-Teaching	The EL teacher supports instruction in class	Levels 2–4
Sheltered Instruction	Modified content for ELs	All levels
Bilingual Support/Translation	Use of native language as needed	Level 1

Extracurricular Activities and Specialized Services

- EL students will have **equal access** to extracurricular and enrichment opportunities.
- **Multiple data points** will be used when considering placement in:
 - **Intervention**
 - **Special Education**
 - **Gifted and Talented**
- EL students may receive **Special Education services** if data support eligibility.

Exiting EL Services

To exit EL status:

- The student must be in **kindergarten or higher**.
- Must achieve **4.5 or higher on the overall composite** score of the **ACCESS** assessment.

Upon exiting:

- Student status changes from **EL to Monitored**.
- Monitoring requires **three sources of evidence** demonstrating academic growth (e.g., benchmark assessments, writing samples, summative assessments, KSA).

Family and Community Engagement

- Communication will be provided through **ParentSquare** and will be **translated into the family's native language** when appropriate.
- Parents will receive:
 - Assessment scores
 - Connection to **Infinite Campus**
 - Invitations to **parent-teacher conferences** and school events

During **NTI (Non-Traditional Instruction) Days**:

- **Level 1 students**: Receive NTI materials in their native language.
- **Level 2 students**: Receive modified content in English.
- **Levels 3–4 students**: Complete the same work as their peers.

Language Proficiency Descriptors and Instructional Supports

Level 1 – Entering (Newcomers)

- **Listening:** Follows one-step directions with visual support
- **Speaking:** Names everyday objects; answers yes/no questions
- **Reading:** Matches pictures to words; recognizes high-frequency words
- **Writing:** Copies words; labels pictures
- **Instructional Strategies:** Use visuals, gestures, peer buddies, word banks

Level 2 – Emerging

- **Listening:** Follows multi-step directions with support
- **Speaking:** Responds to WH-questions; uses short phrases
- **Reading:** Reads simple sentences
- **Writing:** Writes simple sentences
- **Instructional Strategies:** Sentence starters, choral reading, modeled writing

Level 3 – Developing

- **Listening:** Understands main ideas in discussions
- **Speaking:** Uses complete sentences in discussions
- **Reading:** Reads grade-level adapted texts
- **Writing:** Writes paragraphs with support
- **Instructional Strategies:** Teach content vocabulary, use cooperative learning

Level 4 – Expanding

- **Listening:** Understands academic lectures and discussions

- **Speaking:** Expresses opinions using content vocabulary
- **Reading:** Analyzes grade-level texts
- **Writing:** Writes organized multi-paragraph texts
- **Instructional Strategies:** Targeted grammar instruction, extended writing tasks