

Component

Age or Grade Level

Leadership: Age 0 to School Entry

2. Action Step

L1. Establish a site/campus-based leadership team to guide efforts to improve language and pre-literacy instruction.

3. Implementation Status Ratings

A <i>Planning Implementation</i>	B <i>Initial Implementation</i>	C <i>Full Implementation with Fidelity</i>	D <i>Reflective Sustainability</i>
Administrators and other site/campus leaders plan to:	Administrators and other site/campus leaders begin to:	The site/campus-based leadership team meets regularly , allowing members to:	The site/campus-based leadership team has met regularly for more than a year . The site/campus-based leadership team and administrators continue to:
Form a site/campus-based leadership team made up of members knowledgeable in various aspects of language and pre-literacy development. Create a meeting schedule.	Determine and communicate roles and responsibilities for each team member with the focus on improving language and pre-literacy development for all children. Create a process to address leadership team member turnover.	Share ideas and resources to best improve language and pre-literacy development for all children. Follow a process to address leadership team member turnover.	Share ideas and resources to best improve language and pre-literacy development for all children. Follow a process to address leadership team member turnover.
Identify data that can be used to guide efforts to improve language and pre-literacy instruction.	Hold site/campus-based leadership team meetings to collect and examine data to determine language and pre-literacy strengths and needs.	Collect and examine data to guide efforts to improve language and pre-literacy instruction.	Collect and examine data to guide and adjust efforts to improve language and pre-literacy instruction.

4. Indicators