



1. Summary Statement

In this component of the LASERS model, the Texas State Literacy Plan (TSLP) asks early childhood education sites to establish site/campus-based leadership teams. These teams will guide efforts to improve early learning and development for infants and toddlers, and language and pre-literacy development for preschool children. Teams will include site leaders, instructional coaches, teachers, preschool educators, and others who impact learning and pre-literacy development at the schools. The site/campus-based leadership team is responsible for creating or revising a data-informed plan for improving language and pre-literacy instruction. This plan expresses the school's goals and initiatives and is informed by multiple sources of data, state guidelines, and validated research. Throughout the TSLP, the site/campus-based leadership team is asked to support the use of language and pre-literacy practices outlined in the *Action Steps* and *Indicators* of each component.

The Leadership component also includes *Action Steps* focused on other key areas related to leading quality language and pre-literacy instruction and improvement. These include ensuring all children receive instruction aligned to their individual strengths and needs, providing instructional leadership for evidence-based instruction, supporting communication between school and families, and partnering with community organizations to coordinate resources that support child development.

2. Action Steps

Leadership *Action Steps*: Age 0 to School Entry

- L1.** Establish a site/campus-based leadership team to guide efforts to improve language and pre-literacy instruction.
- L2.** Ensure that all children receive language and pre-literacy instruction that is aligned to their individual strengths and needs.
- L3.** Create and implement a data-informed plan for improving language and pre-literacy instruction.
- L4.** Provide instructional leadership and support for evidence-based language and pre-literacy instruction.
- L5.** Facilitate communication between school and families to support language and pre-literacy development.
- L6.** Partner with community organizations to coordinate resources that support child development.

Component

Age or Grade Level

Leadership: Age 0 to School Entry

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

A
Planning Implementation

B
Initial Implementation

C
Full Implementation with Fidelity

D
Reflective Sustainability

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.

2.
Action Step

3.
Implementation Status Ratings

4.
Indicators

Component

Age or Grade Level

**2.
Action Step**

Leadership: Age 0 to School Entry

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

**4.
Indicators**

Identify procedures for communication between site/campus-based leadership team and instructional staff.

Encourage communication between the site/campus-based leadership team and instructional staff.

Communicate with instructional staff.

Communicate with instructional staff.

Assess needs for and plan professional development that supports the site/campus-based leadership team's deeper understanding of language and pre-literacy instruction.

Provide and participate in professional development to deepen understanding of language and pre-literacy instruction.

Assess needs for, provide, and participate in professional development to deepen understanding of language and pre-literacy instruction.

Reassess needs for and participate in professional growth opportunities that are matched to site/campus-based leadership team members' individual needs.

**5.
Sample Evidence**

Sample Evidence

- A list of site/campus-based team members
- A list of roles and responsibilities for each site/campus-based team member
- Procedures for communicating with instructional staff
- Plan to address team member turnover