



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.