

LIFT Lead Monthly Map - For External Providers

SY2025–26



September	<p>Program Establishment</p> <ul style="list-style-type: none">▪ Review and assess relative clarity and comfort with the LIFT Lead Critical Actions to deepen understanding of LIFT, the role of the LIFT Lead, and areas to prioritize▪ Identify the knowledge, skills, and dispositions necessary for District and Campus Coaches based on aligned job descriptions and critical actions tools▪ Review and assess relative clarity and comfort with the Campus Coach and District Coach Critical Actions to deepen understanding of their roles, and how best to manage, support, and develop the LIFT team▪ Meet with the LIFT team to<ul style="list-style-type: none">○ Unpack the LIFT three-year program, sequence of content, and district participation/implementation expectations○ Introduce the roles of the LIFT Lead, District Coach, and Campus Coach○ Discuss management and coaching structure within LIFT (LIFT Lead supervising and coaching all, District Coaches coaching Campus Coaches, etc.)○ Introduce Learning Readiness concepts of belonging, clarity, and optimism▪ Communicate the knowledge, skills, and dispositions for District and Campus Coaches with organizational leadership▪ Work with organizational leadership to establish the management and coaching structure within LIFT (LIFT Lead supervising and coaching all, District Coaches coaching Campus Coaches, etc.) <p>Participation in State-wide Network</p> <ul style="list-style-type: none">▪ Attend and actively participate in LIFT U▪ Prepare for and actively participate in check-ins with LIFT Lead Coach <p>Internal Collaboration and Alignment</p> <ul style="list-style-type: none">▪ Meet with organizational leadership on LIFT, prioritizing alignment on<ul style="list-style-type: none">○ What is LIFT○ What is the role of the LIFT Lead○ What are the required and optional LIFT trainings/events for SY2025–26○ How much time and effort the LIFT Lead will need to dedicate to LIFT over the SY2025–26○ What needs the LIFT Lead currently has in establishing the team and program▪ Meet with organizational leadership on LIFT, prioritizing<ul style="list-style-type: none">○ The three-year participant experience in LIFT○ The roles of the District and Campus Coaches and how that will inform hiring/identification processes○ District and Campus Coach FTE allocation needs to support one campus or school system in LIFT and what that means for hiring/identifying District and Campus Coaches
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	<ul style="list-style-type: none"> o When the LASO 4 application posts and application requirements o School systems most likely to participate in LIFT o Collaboration needs with other areas of the organization to support promotion of LIFT ▪ With leadership and as they are hired/identified, confirm management patterns (direct management, matrix management, etc.) for staff participating in LIFT ▪ With leadership and as they are hired/identified, establish what FTE % allocations for District and Campus Coaches for LIFT in SY2025–26 (development and preparation) and in SY2026–27 (LEA engagements) ▪ Meet with other key program and/or service areas to unpack LIFT – what it is, why and how it came about, what it entails for school systems, and how school systems will be supported by the LIFT team <p>Recruitment, Onboarding, and Adaptive Support of School Systems</p> <ul style="list-style-type: none"> ▪ Build and use school system-facing communication and marketing materials for LIFT <p>Program Performance Management</p> <ul style="list-style-type: none"> ▪ Identify resource needs for the LIFT team (funding, time, tools, etc.)
<p>October</p>	<p>Ongoing Tasks</p> <ul style="list-style-type: none"> ▪ Attend and actively participate in LIFT U ▪ Prepare for and actively participate in check-ins with LIFT Lead Coach ▪ Meet with other key program and/or service areas to unpack LIFT – what it is, why and how it came about, what it entails for school systems, and how school systems will be supported by the LIFT team <p>Program Establishment</p> <ul style="list-style-type: none"> ▪ Recruit/select/hire District and Campus Coaches ▪ Identify and establish a plan for fulfillment of prerequisite learning and certification needs for staff that will be District and Campus Coaches (School-wide Culture Routines, RBIS, etc.) ▪ Meet with the LIFT team to <ul style="list-style-type: none"> o LASO 4 and the requirements/commitments for district participation articulated in the grant application o Discuss and apply how to use belonging, clarity, and optimism to establish trust within teams and support structures o Unpack the LIFT program at the teacher, instructional coach, and Campus Coach levels - what should each be doing during LIFT participation - and discuss the team’s relative clarity and comfort with each role o Preview the certification training series scope and sequence and clarify participation expectations ▪ Assess District and Campus Coach knowledge, skills, and dispositions and, as practicable, observe District and Campus Coaches in their current roles to identify strengths and gaps of the team that will inform LIFT

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	<p>team development</p> <ul style="list-style-type: none"> ▪ Establish how work with school systems will be coordinated – who manages the coordination of the work and when will teams working with the same school system meet to coordinate efforts ▪ Identify/share and internalize what outcome data (student achievement, curriculum-embedded assessments, fidelity of implementation, action step completion, etc.) will be tracked and collected for LIFT ▪ Conduct school visits to observe implementation of Bluebonnet Learning for RLA and math to build context and insight around instructional materials and their implementation <p>Internal Collaboration and Alignment</p> <ul style="list-style-type: none"> ▪ Work with other programs/service areas to identify how they and LIFT will align work and provide complementary support to school systems <p>Recruitment, Onboarding, and Adaptive Support of School Systems</p> <ul style="list-style-type: none"> ▪ Promote LIFT to eligible school systems as an opportunity in the LASO 4 grant ▪ Participate in LASO 4 information sessions/calls with school system leadership in order to introduce and overview LIFT ▪ Provide support to school systems, as needed, with the LASO 4 application as it relates to applying for LIFT <p>Program Performance Management</p> <ul style="list-style-type: none"> ▪ Track acquisition and use of resources for the LIFT team (funding, time, tools, etc.), identifying gaps (or looming gaps) ▪ Meet with organizational leadership on LIFT, prioritizing <ul style="list-style-type: none"> ○ Strengths, gaps, and additional needs in building the LIFT team ○ Strengths, gaps, and additional needs with marketing to and recruitment of LEAs
<p>November</p>	<p>Ongoing Tasks</p> <ul style="list-style-type: none"> ▪ Recruit/select/hire District and Campus Coaches ▪ Identify and establish a plan for fulfillment of prerequisite learning and certification needs for staff that will be District and Campus Coaches (School-wide Culture Routines, RBIS, etc.) ▪ Assess District and Campus Coach knowledge, skills, and dispositions and, as practicable, observe District and Campus Coaches in their current roles to identify strengths and gaps of the team that will inform LIFT team development ▪ Continue school visits to observe implementation of Bluebonnet Learning for RLA and math to build context and insight around instructional materials and their implementation ▪ Prepare for and actively participate in check-ins with LIFT Lead Coach ▪ Meet with other key program and/or service areas to unpack LIFT – what it is, why and how it came about,

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	<p>what it entails for school systems, and how school systems will be supported by the LIFT team</p> <ul style="list-style-type: none"> ▪ Work with other programs/service areas to identify how they and LIFT will align work and provide complementary support to school systems ▪ Promote LIFT to eligible school systems as an opportunity in the LASO 4 grant ▪ Participate in LASO 4 information sessions/calls with school system leadership in order to introduce and overview LIFT ▪ Provide support to school systems, as needed, with the LASO 4 application as it relates to applying for LIFT ▪ Track acquisition and use of resources for the LIFT team (funding, time, tools, etc.), identifying gaps (or looming gaps) ▪ Meet with organizational leadership on LIFT, prioritizing <ul style="list-style-type: none"> ○ Strengths, gaps, and additional needs in building the LIFT team ○ Strengths, gaps, and additional needs with marketing to and recruitment of LEAs <p>Program Establishment</p> <ul style="list-style-type: none"> ▪ Meet with the LIFT team to <ul style="list-style-type: none"> ○ Provide updates on recruitment efforts and how school systems are responding to communication/discussions of LIFT ○ Unpack the LIFT program at the campus administrator, school system instructional leader, and District Coach levels - what should each be doing during LIFT participation - and discuss the team’s relative clarity and comfort with each role ○ Identify how LIFT aligns with other programs/service areas within the organization ▪ Provide/ensure professional development for District and Campus Coaches to close gaps with knowledge, skills, dispositions, and critical actions ▪ Identify/share and internalize what input data (quality of onboarding and Learning Readiness activities, quality of face-to-face professional development, quality of implementation support, etc.) will be tracked and collected for LIFT <p>Internal Collaboration and Alignment</p> <ul style="list-style-type: none"> ▪ Meet with organizational leadership on LIFT, prioritizing certification requirements and the time requirements for District and Campus Coaches attending certification training
<p>December</p>	<p>Ongoing Tasks</p> <ul style="list-style-type: none"> ▪ Recruit/select/hire District and Campus Coaches ▪ Identify and establish a plan for fulfillment of prerequisite learning and certification needs for staff that will be District and Campus Coaches (School-wide Culture Routines, RBIS, etc.) ▪ Assess District and Campus Coach knowledge, skills, and dispositions and, as practicable, observe District

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	<p>and Campus Coaches in their current roles to identify strengths and gaps of the team that will inform LIFT team development</p> <ul style="list-style-type: none"> ▪ Provide/ensure professional development for District and Campus Coaches to close gaps with knowledge, skills, dispositions, and critical actions ▪ Attend and actively participate in LIFT U ▪ Prepare for and actively participate in check-ins with LIFT Lead Coach ▪ Work with other programs/service areas to identify how they and LIFT will align work and provide complementary support to districts ▪ Track acquisition and use of resources for the LIFT team (funding, time, tools, etc.), identifying gaps (or looming gaps) ▪ Meet with organizational leadership on LIFT, prioritizing strengths and gaps in building the LIFT team <p>Program Establishment</p> <ul style="list-style-type: none"> ▪ Meet with the LIFT team to <ul style="list-style-type: none"> ○ Identify working styles/strengths and how to build on those to enhance collaboration and trust ○ Clarify how LIFT should communicate and align efforts with other programs/service areas within the ESC ○ Discuss how LIFT training will be prioritized given other areas of responsibility ▪ Establish a performance management plan that details <ul style="list-style-type: none"> ○ How input and outcome data will be collected ○ When input and outcome data will be collected ○ How input and outcome data will be tracked and shared <p>Internal Collaboration and Alignment</p> <ul style="list-style-type: none"> ▪ Meet with organizational leadership to determine <ul style="list-style-type: none"> ○ How many District and Campus Coaches the organization would need to support the school systems that indicated intent to participate in LIFT ○ How many school systems the organization could reasonably support in LIFT based on the number of strong candidates for the Campus and District Coach roles the organization could access
<p>January</p>	<p>Ongoing Tasks</p> <ul style="list-style-type: none"> ▪ Recruit/select/hire District and Campus Coaches ▪ Identify and establish a plan for fulfillment of prerequisite learning and certification needs for staff that will be District and Campus Coaches (School-wide Culture Routines, RBIS, etc.) ▪ Assess District and Campus Coach knowledge, skills, and dispositions and, as practicable, observe District and Campus Coaches in their current roles to identify strengths and gaps of the team that will inform LIFT

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	<p>team development</p> <ul style="list-style-type: none"> ▪ Prepare for and actively participate in check-ins with LIFT Lead Coach ▪ Track acquisition and use of resources for the LIFT team (funding, time, tools, etc.), identifying gaps (or looming gaps) ▪ Meet with organizational leadership on LIFT, prioritizing strengths and gaps in building the LIFT team <p>Program Establishment</p> <ul style="list-style-type: none"> ▪ Attend and participate in the District and Campus Coach certification training series ▪ Ensure each District and Campus Coach is progressing with certification requirements ▪ Meet with the LIFT team to <ul style="list-style-type: none"> ○ Discuss experiences with and learnings from their certification training sessions ○ Identify anticipated opportunities and challenges for Campus and District Coaches based on learnings from their certification training sessions ○ Identify anticipated opportunities and challenges for school system participants based on learnings from District and Campus Coach certification training series <p>Team Management</p> <ul style="list-style-type: none"> ▪ Build infrastructure for the team that organizes and makes readily accessible <ul style="list-style-type: none"> ○ Critical actions/action steps tools ○ Coaching and feedback tools ○ Action steps trackers for each level ○ Fidelity of implementation tools ○ School system planning tools ○ Check-in and implementation visit resources
<p>February</p>	<p>Ongoing Tasks</p> <ul style="list-style-type: none"> ▪ Assess District and Campus Coach knowledge, skills, and dispositions and, as practicable, observe District and Campus Coaches in their current roles to identify strengths and gaps of the team that will inform LIFT team development ▪ Provide/ensure professional development for District and Campus Coaches to close gaps with knowledge, skills, dispositions, and critical actions ▪ Attend and participate in the District and Campus Coach certification training series ▪ Ensure each District and Campus Coach is progressing with certification requirements ▪ Build infrastructure for the team that organizes and makes readily accessible <ul style="list-style-type: none"> ○ Critical actions/action steps tools ○ Coaching and feedback tools

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	<ul style="list-style-type: none"> o Action steps trackers for each level o Fidelity of implementation tools o School system planning tools o Check-in and implementation visit resources ▪ Prepare for and actively participate in check-ins with LIFT Lead Coach ▪ Track acquisition and use of resources for the LIFT team (funding, time, tools, etc.), and identify and address gaps <p>Program Establishment</p> <ul style="list-style-type: none"> ▪ Meet with the LIFT team to <ul style="list-style-type: none"> o Discuss experiences with and learnings from their certification training sessions o Identify anticipated opportunities and challenges for Campus and District Coaches based on learnings from their certification training sessions o Identify anticipated opportunities and challenges for school system participants based on learnings from District and Campus Coach certification training series o Name priorities and action steps for growth and development at the individual and team levels ▪ Review numbers of likely LIFT awardees and determine the number of District and Campus Coaches needed for support ▪ Recruit/select/hire additional District and Campus Coaches, as needed, based on participation numbers from LASO 4 awardees <p>Recruitment, Onboarding, and Adaptive Support of District</p> <ul style="list-style-type: none"> ▪ Finalize the calendar for onboarding activities for participating school systems, including diagnostics, planning, RBIS, and Learning Readiness <p>Program Performance Management</p> <ul style="list-style-type: none"> ▪ Meet with organizational leadership on LIFT, prioritizing <ul style="list-style-type: none"> o Strengths and gaps in building the LIFT team o LIFT participation numbers and additional team needs based on those numbers
<p>March</p>	<p>Ongoing Tasks</p> <ul style="list-style-type: none"> ▪ Attend and actively participate in LIFT U ▪ Prepare for and actively participate in check-ins with LIFT Lead Coach ▪ Track acquisition and use of resources for the LIFT team (funding, time, tools, etc.), and identify and address gaps ▪ Meet with organizational leadership on LIFT, prioritizing

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	<ul style="list-style-type: none"> o Strengths and gaps in building the LIFT team o LIFT participation numbers and additional team needs based on those numbers <p>Team Management</p> <ul style="list-style-type: none"> ▪ Review artifacts and evidence from certification trainings to identify District and Campus Coach strengths and gaps in both content knowledge and the skills necessary to provide job-embedded support to LIFT participants ▪ Identify, plan for, and implement additional development opportunities for District and Campus Coaches aligned to their critical actions tools ▪ Review with District and Campus Coaches priority tools and resources and establish expectations for use, including <ul style="list-style-type: none"> o Critical actions/action steps tools o Coaching and feedback tools o Action steps trackers for each level o Fidelity of implementation tools o School system planning tools o Check-in and implementation visit resources <p>Internal Collaboration and Alignment</p> <ul style="list-style-type: none"> ▪ Meet with organizational leadership on LIFT, prioritizing <ul style="list-style-type: none"> o How LIFT and other programs/service areas can work together to support school systems and the best approaches to establishing collaboration between LIFT and those programs/service areas o Strengths and gaps of the organization’s LIFT strategy based on insights gained from the LIFT Lead, District Coach, and Campus Coach certification training series ▪ Ensure coordination of communication and support between LIFT and other program/service areas for school systems participating in LIFT <p>Recruitment, Onboarding, and Adaptive Support of District</p> <ul style="list-style-type: none"> ▪ Build the calendar for onboarding activities for participating school systems, including diagnostics, planning, RBIS, and Learning Readiness
<p>April</p>	<p>Ongoing Tasks</p> <ul style="list-style-type: none"> ▪ Continue to review with District and Campus Coaches priority tools and resources and establish expectations for use, including <ul style="list-style-type: none"> o Critical actions/action steps tools o Coaching and feedback tools

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	<ul style="list-style-type: none"> o Action steps trackers for each level o Fidelity of implementation tools o School system planning tools o Check-in and implementation visit resources ▪ Attend and actively participate in LIFT U ▪ Prepare for and actively participate in check-ins with LIFT Lead Coach ▪ Ensure coordination of communication and support between LIFT and other program/service areas for school systems participating in LIFT ▪ Track acquisition and use of resources for the LIFT team (funding, time, tools, etc.), and identify and address gaps <p>Team Management</p> <ul style="list-style-type: none"> ▪ Assign District and Campus Coaches to school system and campus participants using <ul style="list-style-type: none"> o School system and campus context data/information o District and Campus Coach experiences and strengths o District and Campus Coach capacity ▪ Plan for and conduct bi-weekly check-ins with District Coaches ▪ Observe District and Campus Coaches in action as they start training and engagement (diagnostics, planning, RBIS) with school systems ▪ Identify strengths and gaps based on observations of District and Campus Coaches' work and provide feedback/coaching <p>Recruitment, Onboarding, and Adaptive Support of District</p> <ul style="list-style-type: none"> ▪ Meet with school system leadership to (re)introduce them to LIFT, basic participation expectations, calendars, next steps, etc. ▪ Conduct Learning Readiness sessions with school system and campus leaders <p>Program Performance Management</p> <ul style="list-style-type: none"> ▪ Meet with organizational leadership on LIFT, prioritizing <ul style="list-style-type: none"> o Early strengths and challenges with school systems starting LIFT participation ▪ Start collecting performance management data on participant experience with diagnostic and planning activities, Learning Readiness, and any other onboarding activities
<p>May</p>	<p>Ongoing Tasks</p> <ul style="list-style-type: none"> ▪ Plan for and conduct bi-weekly check-ins with District Coaches ▪ Observe District and Campus Coaches in action as they start training and engagement (diagnostics,

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	<p>planning, RBIS) with districts</p> <ul style="list-style-type: none"> ▪ Identify strengths and gaps based on observations of District and Campus Coaches' work and provide feedback/coaching ▪ Attend and actively participate in LIFT U ▪ Prepare for and actively participate in check-ins with LIFT Lead Coach ▪ Ensure coordination of communication and support between LIFT and other program/service areas for school systems participating in LIFT ▪ Track acquisition and use of resources for the LIFT team (funding, time, tools, etc.), identifying gaps (or looming gaps) ▪ Meet with organizational leadership on LIFT, prioritizing early strengths and challenges with school systems starting LIFT participation ▪ Collect performance management data on participant experience with diagnostic and planning activities, Learning Readiness, and any other onboarding activities <p>Team Management</p> <ul style="list-style-type: none"> ▪ Meet with the LIFT team to <ul style="list-style-type: none"> ○ Assess progress to date, strengths, challenges, and responses to challenges ○ Review plans/priorities for the upcoming month ○ Continue to build team culture and cohesion ○ Continue to build clarity on critical actions they'll take to support participants ○ Continue to develop proficiency with critical actions ▪ Track action steps assigned to and completed by District and Campus Coaches <p>Recruitment, Onboarding, and Adaptive Support of District</p> <ul style="list-style-type: none"> ▪ Conduct Learning Readiness sessions with school system and campus leaders
<p>June</p>	<p>Ongoing Tasks</p> <ul style="list-style-type: none"> ▪ Plan for and conduct bi-weekly check-ins with District Coaches ▪ Observe District and Campus Coaches in action as they start training and engagement (Instructional Frameworks, Obs/Feedback, Schoolwide Routines) with school systems ▪ Identify strengths and gaps based on observations of District and Campus Coaches' work and provide feedback/coaching ▪ Meet with the LIFT team to <ul style="list-style-type: none"> ○ Assess progress to date, strengths, challenges, and responses to challenges ○ Review plans/priorities for the upcoming month ○ Continue to build team culture and cohesion

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	<ul style="list-style-type: none">o Continue to build clarity on critical actions they'll take to support participantso Continue to develop proficiency with critical actions▪ Track action steps assigned to and completed by District and Campus Coaches▪ Prepare for and actively participate in check-ins with LIFT Lead Coach▪ Ensure coordination of communication and support between LIFT and other program/service areas for school systems participating in LIFT▪ Track acquisition and use of resources for the LIFT team (funding, time, tools, etc.), identifying gaps (or looming gaps)▪ Meet with organizational leadership on LIFT, prioritizing early strengths and challenges with school systems starting LIFT participation▪ Collect performance management data on participant experience with diagnostic and planning activities and face-to-face training <p>Recruitment, Onboarding, and Adaptive Support of District</p> <ul style="list-style-type: none">▪ Establish cadence of check-ins with school system leadership to discuss LIFT progress and name and work through barriers to implementation
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