

INTERVENTION PROJECT MANAGER (IPM)

Nebraska is requiring each school receiving Support for Improvement (SFI) funds to have a full- or part-time Intervention Project Manager (IPM). The Intervention Project Manager must be experienced and qualified to lead the effort and must be an employee of the district or on contract to the district. The IPM will have, at a minimum, a current Nebraska teaching certificate. The responsibilities of this person include: working with the school principal and district administrators to lead and coordinate implementation activities, conducting ongoing evaluations of progress, ensuring appropriate collection and management of data for reporting progress on the goals established for student achievement, and coordinating and reporting progress to the NDE. It is required that the IPM participate in NDE scheduled meetings (typically monthly). Some meetings will be face-to-face, while others will be conducted electronically. The costs of the Intervention Project Manager can be supported with SFI funds and are to be included on the budgets for each school.

Listed below are duties to consider when defining the job description for the Intervention Project Manager (IPM) position.

1. Employ evidence-based interventions/strategies that provide an immediate and dramatic improvement in student achievement.
2. Identify and obtain adequate materials from the school/district to support diagnostic and benchmark assessments.
3. Identify and recommend outside resources needed to support the identified intervention/strategy.
4. Monitor and utilize the budget to support and carry out the SFI grant as outlined in the approved plan/application.
5. Work with the school/district to seek outside funding. This could include business, private foundations, and/or federal and state sources to support the identified interventions/strategies.
6. Integrate all academic and support services.
7. Provide comprehensive, coherent, manageable and integrated instructional and support programs.
8. Recommend which existing programs are to be continued and which programs are to be eliminated.
9. Consistent with the State Content Area Standards recommend alignment of curriculum, instruction, classroom formative assessments, and sustained professional development to build rigor, foster student-teacher relationships, and provide relevant instruction that engages and motivates students.
10. Organize programming to engage students' sense of camaraderie and competition.
11. Develop and implement evidence-based discipline programs that minimize time out of school and/or class.
12. Develop constructive relationships with existing school personnel.
13. Recommend changes to school calendar according to student program needs, for example extending the length of the school day.

14. Work with the school (or district) to recruit and recommend teacher(s) and leader(s) who have a proven record of success of increasing student achievement.
15. Work with the school/district to obtain a commitment from teachers to allow for additional time for instruction and professional development.
16. Recommend necessary restructuring of teacher and leader(s) contracts to support the interventions/strategies being implemented.
17. Develop and engage teachers and the leader(s) in professional development aligned to programmatic goals that support the identified intervention/strategy.
18. Evaluate teachers and leaders performance and outcomes; and make staffing recommendations accordingly.
19. Require commitment from parents to allow for additional time for instruction (such as after school support).
20. Promote parental capacity to support student engagement, motivation, and learning within school, at home and in the community.
21. Work with the school/district to expand community support of needed improvements.
22. Identify and recommend supporting partners to address social, emotional and behavioral issues.
23. Provide formative and ongoing reports on program effectiveness to include, but not limited to, student achievement, parental engagement, student attendance, and student discipline.