Instructional Materials Allotment

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Determining Needs and Making Strategic Decisions

Instructional Materials Allotment

Determining Needs and Making Strategic Decisions

Part I. Content-Specific Needs Assessment Content Area: _____

	Low need			High need
Student Achievement	**90% or more of our students are successful.**	**80%–89% of our students are successful.**	**60%–79% of our students are successful.**	**Fewer than 60% of our students are successful.**
What does our achievement data indicate? (list grade level or course)				
Curriculum	• **State standards are updated.** • **District curriculum is updated.**	• **State standards are updated.** • **District curriculum is in transition.**	• **State standards are recently revised.** • **District curriculum is in transition.**	• **State standards are under revision.** • **District curriculum is in transition.**
What is the status of our curriculum? (list grade level or course)				
Technology	**Current technology aligned to state standards and district curriculum.**	**Technology tools have moderate instructional value or impact.**	**Technology tools have limited instructional value or impact.**	**Lacking technology tools and infrastructure.**
Does our current use of technology support full learning of our curriculum? (list grade level or course)				

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Part II. Identify root causes that impact decision making.

Priority 1 _____

	Low need									High need
Core Content Materials	○	○	○	○	○	○	○	○	○	○
Supplemental Materials	○	○	○	○	○	○	○	○	○	○
Accessible Instructional Materials	○	○	○	○	○	○	○	○	○	○
Instructional Implementation	○	○	○	○	○	○	○	○	○	○
Professional Development	○	○	○	○	○	○	○	○	○	○
Technology Tools and Infrastructure	○	○	○	○	○	○	○	○	○	○
Other	○	○	○	○	○	○	○	○	○	○

Priority 2 _____

	Low need									High need
Core Content Materials	○	○	○	○	○	○	○	○	○	○
Supplemental Materials	○	○	○	○	○	○	○	○	○	○
Accessible Instructional Materials	○	○	○	○	○	○	○	○	○	○
Instructional Implementation	○	○	○	○	○	○	○	○	○	○
Professional Development	○	○	○	○	○	○	○	○	○	○
Technology Tools and Infrastructure	○	○	○	○	○	○	○	○	○	○
Other	○	○	○	○	○	○	○	○	○	○

Priority 3 _____

	Low need									High need
Core Content Materials	○	○	○	○	○	○	○	○	○	○
Supplemental Materials	○	○	○	○	○	○	○	○	○	○
Accessible Instructional Materials	○	○	○	○	○	○	○	○	○	○
Instructional Implementation	○	○	○	○	○	○	○	○	○	○
Professional Development	○	○	○	○	○	○	○	○	○	○
Technology Tools and Infrastructure	○	○	○	○	○	○	○	○	○	○
Other	○	○	○	○	○	○	○	○	○	○

Priority 4 _____

	Low need									High need
Core Content Materials	○	○	○	○	○	○	○	○	○	○
Supplemental Materials	○	○	○	○	○	○	○	○	○	○
Accessible Instructional Materials	○	○	○	○	○	○	○	○	○	○
Instructional Implementation	○	○	○	○	○	○	○	○	○	○
Professional Development	○	○	○	○	○	○	○	○	○	○
Technology Tools and Infrastructure	○	○	○	○	○	○	○	○	○	○
Other	○	○	○	○	○	○	○	○	○	○

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Part III. District Needs Assessment

	Low need			High need
Student Achievement	**90% or more of our students are successful.**	**80%–89% of our students are successful.**	**60%–79% of our students are successful.**	**Fewer than 60% of our students are successful.**
What does our achievement data indicate? (list grade level or course)	○ RLA ○ Math ○ Science ○ Social Studies ○ Other	○ RLA ○ Math ○ Science ○ Social Studies ○ Other	○ RLA ○ Math ○ Science ○ Social Studies ○ Other	○ RLA ○ Math ○ Science ○ Social Studies ○ Other
Curriculum	• **State standards are updated.** • **District curriculum is updated.**	• **State standards are updated.** • **District curriculum is in transition.**	• **State standards are recently revised.** • **District curriculum is in transition.**	• **State standards are under revision.** • **District curriculum is in transition.**
What is the status of our curriculum? (list grade level or course)	○ RLA ○ Math ○ Science ○ Social Studies ○ Other	○ RLA ○ Math ○ Science ○ Social Studies ○ Other	○ RLA ○ Math ○ Science ○ Social Studies ○ Other	○ RLA ○ Math ○ Science ○ Social Studies ○ Other
Technology	**Current technology aligned to state standards and district curriculum.**	**Technology tools have moderate instructional value or impact.**	**Technology tools have limited instructional value or impact.**	**Lacking technology tools and infrastructure.**
Does our current use of technology support full learning of our curriculum? (list grade level or course)	○ RLA ○ Math ○ Science ○ Social Studies ○ Other	○ RLA ○ Math ○ Science ○ Social Studies ○ Other	○ RLA ○ Math ○ Science ○ Social Studies ○ Other	○ RLA ○ Math ○ Science ○ Social Studies ○ Other

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Part IV. Highest Areas of Need for the District

Area	Evidence
1.	
2.	
3.	
4.	

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Part V. Translating Needs Assessment Data: How do we prioritize and classify IMA expenditures?

Chart each district priority.	Instructional Materials (Curriculum and Content)	Instructional Technology Equipment (Digital Tools)	Technology-Related Services (Professional Development and Staff)
High Need			
Medium-High Need			
Medium Need			
Low Need			

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Action Plan: _____

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IMA Needs Assessment at a Glance

1. **Content-Specific Needs Assessment (Parts I–II)**
   a. Each content area collects data in the areas of student achievement, curriculum, and technology.
   b. From these data, prioritize areas of highest need for the content area, focusing on student achievement data, then curriculum, and finally, technology.
   c. Identify the root causes that impact decision making for each priority.

2. **District Needs Assessment (Parts III–IV)**
   a. Combine content area data for each identified priority to determine district-level priorities.
   b. From these data, prioritize areas of highest need for the district, focusing on student achievement data, then curriculum, and finally, technology. Provide supporting evidence for each priority.

3. **Translating Needs Assessment Data to Prioritize and Classify Purchasing (Part V)**
   a. Map out the district's needs for instructional materials, instructional technology tools, professional development, and staff based on the district's highest areas of need.
   b. Based on these data, what are the priorities for IMA funds? What other funds are available to meet these needs?
   c. Evaluate the decisions for using IMA funds to purchase instructional materials. Do the decisions align to the data?
   d. Research to identify appropriate instructional materials available within financial parameters.

Where can districts find resources to increase student achievement?

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math@esc4.net reading@esc4.net science@esc4.net

socialstudies@esc4.net specialeducation@esc4.net

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Region 4 Education Service Center
7145 West Tidwell Road
Houston, Texas 77092-2096
713.462.7708

www.esc4.net