# SAMPLE

## Statement of Need 1

One of District 9’s goals is to raise academic achievement among students. Thus, a key part of our literacy effort is to create an environment where students can find high-interest, grade-level appropriate books. However, school libraries in New York State are grossly under-funded with only $6.00 annually budgeted to each school per student for library materials and supplies. This budget does not allow for adequate supplies and as a result materials for students are insufficient. In addition, many books in circulation are in poor condition; the average age of a book is 11-15 years. In fact, according to the New York State Library Rubric, all of the libraries proposed in this grant are listed as below standard or at basic standard. Below, we have provided a table that describes the library resources in each of the selected schools:

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **School** | **Grade Level** | **Librarian Certification** | **# of Students** | **# of Books in Library** | **# of Spanish Language and Bilingual Materials** | **# of Books/ Student** |
| PS 2 | K-5 | Not Certified | 580 | 2,500 | 80 | 4.4 |
| PS 33 | K-5 | Not Certified | 1,108 | 2,330 | 170 | 2.3 |
| PS 63\* | K-5 | N/A | 632 | 300 | 100 | 1.6 |
| PS/MS 4 | K-8 | Not Certified | 945 | 5,000 | 0 | 5.3 |
| MS 166 | 5-8 | Certified | 1,398 | 5,000 | 3 | 3.5 |

\*PS 63 does not have a librarian.

As indicated in the table above, there is a high need for Spanish and bilingual library resources and teachers in dual language, transitional bi-lingual and ESL programs have expressed a frustration with the low number of Spanish language materials in our libraries. Students need to be exposed to a wide variety of materials to succeed in this information rich age.

**SAMPLE: Statement of Need 2**

At risk students need to experience success as a cornerstone to build confidence and repeated success. By using the performance arts as a key component of the program students are given greater opportunity to succeed in a literacy setting by building performance skills in conjunction with their writing.

Economically disadvantaged students have unequal access to current technology. This project will provide students with the unique application of familiar and unfamiliar technologies.

Each of the schools selected for this project has a student population that is high risk of academic failure .The graphs found in the appendices compare the percentage of students at each Performance Level at each school on both the NYC English Language Arts and NYS English Language Arts exams for 2003. The program seeks to strengthen the achievement level for those at risk students by providing students with the following opportunities:

* Ability for increased self-expression through a model that combines writing process with performance.
* Increased access to technology to better facilitate the writing process leading to an increase in writing quality.
* Access to the expertise of a professional writer and performing artist to provide real world experiences in the classroom
* Ability for students to collaborate with students of similar and diverse backgrounds on poetry writing skills as well as techniques for acting out their poetry for authentic audiences.

# SAMPLE:

## Statement of Need 3

This Math/Science Partnership proposal: The Digital Immigration Project seeks to build an e-learning community to provide quality, ongoing, professional development for 567 teachers of mathematics in 16 public schools and 11 non-public schools serving a total of 17,377 students of grades four through ten. Community School Districts 9 and 10 (D9, D10) both meet the high needs LEA eligibility priority for this initiative. The parallel needs to boost student performance in mathematics in D9 and D10 led to this partnership. Fourteen of the sixteen public schools have been designated as schools in need of improvement (SINI) in mathematics in grades 4, 8 and 9. The program concept is based on the notion that in order to engage students in learning you need to engage their teachers in learning. Therefore, this project will provide a two prong approach impacting targeted teachers and students: 1) teachers will use a variety of technology tools to engage in professional development activities that will both increase their knowledge of mathematics content and provide a resource for increased collaboration among their peers and 2) provide opportunities for technology integration in mathematics teaching that will foster increased use of technology in their classrooms thus impacting on student achievement in mathematics.

Reviewing Appendix A reveals that 15.6% to 19.5% of teachers in D10 (283) and D9 (269) respectively are uncertified to teach in their currently assigned subject areas. A detailed analysis of human resources data in the targeted SINI schools shows that of the 567 teachers grades 3-10 in the 27-targeted schools only 115 (20%) are certified and/or licensed mathematics teachers of which 106 (92%) are appointed in their schools. Furthermore 50% have service records of 5 years or fewer of teaching experience with 39% having fewer than 3 years experience in the classroom. Following an analysis of the mathematics teachers in each of the targeted schools, it is not surprising to find that high numbers of students are at risk for academic failure.

Student achievement levels in mathematics are well below the State standard. For example, on the Spring 2004 NYS mathematics exam for D10, 67.8% of students in grades 3-8 scored at level 1 and 2, indicating that their performance is “far below” the state standard. Additionally, data for D9 schools show similar results on the NYS mathematics exam with 74.5% of students grades 3-8 respectively scoring in Level 1 and 2. Furthermore, D9 is designated as a District In Need of Improvement (DINI) in elementary and middle school mathematics since over 50% of its Title I schools did not meet their Adequate Yearly Progress (AYP) target for two successive school years. Table 1 below gives a detailed school analysis of performance levels as well as LEAP data on city and state mathematics assessments. Schools with a negative value met the NYS AMO (Annual Measurable Objective) target. Schools indicated did not meet their target as reported on the System of Accountability for School Success (SASS) report for 2003. Similarly, according to the SASS report for high schools in D9 and D10, of the 3,684 students taking the NYS Math A Regents exam in 2004, 29% did not pass the Math A examination, thus not meeting promotional requirements. Similarly, 38% of these scored at levels 1 and 2 on the exam, which is still far below proficiency level.