



**BRADLEY TECH SCHOOL BUDGET
CHRONIC DISRUPTION NEEDS PROPOSAL**

School: <i>Bradley Tech High School</i>	Region: <i>High School</i>	School Leader <i>Aaron Shapiro</i>
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The School Learning Team has met and conferred on the FY24 proposed budget. As a part of that discussion, it has been identified that the following needs could not be supported by the school proposed budget allocation to reduce chronic disruption.

Chronic Disruption Proposal Needs:

- Increased onsite Community mentoring services- VFZ/Running Rebels
- Behavior Interventionist Teacher (4) one per grade level 9-12
- Additional time for professional development and student supports
- Professional development for classroom management and organization for all new personnel

Estimated cost:

Total teacher positions-4

Average cost per teacher/including benefits- \$105, 500 = \$422,000

Average cost of Running Rebels Mentoring Program= \$100,000

Professional Development cost=50,000

Total budget allocation FY24 Bradley Tech = \$572,000

Justification for Proposal Request:

Currently, 24% of Bradley Tech’s office discipline referrals are written for chronic disruption. This represents the largest cause of classroom-based incident referrals. Chronic disruptions are stressful for our academic staff and inhibit student learning. It is our priority to reduce the number of incidents involving chronic disruption to maximize our instructional time.

Professional Development(PD)

- Bi-weekly PD (25 minutes)

Data

- Snapshot to determine school needs
- Behavior interventions and progress monitoring



Restorative School Improvement Strategies

- Celebrations and Assemblies
- Bi-weekly PBIS acknowledgement
- Positive phone calls home and positive attendance calls
- Visual attendance and academic performance recognition throughout the building

Chronic Disruption Proposal Explanations:

- **Increased Community Mentor Services**

Many students arrive to school having faced challenges in their personal lives. Additionally, students have wide ranges of academic ability. Mentoring groups have proven to provide the additional necessary social emotional and academic supports students need in order to remain on task in the classroom. The mentoring of students by organizations housed within the schools such as the Violence Free Zone, have proven to improve the academic outcomes of students on their caseloads as well as decrease the occurrences of off task behaviors in the classroom. Increasing the mentoring services of Violence Free Zone through the addition of personnel would reduce disruptions.

- **In-Class Personnel (City Year or Teaching Assistants)**

The addition of personnel within the classrooms would reduce chronic off task behaviors. Adding personnel in the form of paraprofessionals, teaching assistants, or partnering with organizations would support the students by offering smaller groups or one on one attention. Students can receive additional support with their individual academic needs or have another trusted adult to ensure that they stay engaged in the learning. An effective example of this model is the work done by City Year. By adding additional staff to the learning spaces and focusing on individual student needs, we have seen a decrease in chronic disruption.

- **Additional Time**

Time is a critical resource within our schools. Adding additional time within the day for teachers to receive professional development and offer student supports can be an effective way to decrease chronic disruptions. Many schools have teaching staff that are new to the profession. Time throughout the day can be utilized to offer additional professional development regarding classroom management, culturally relevant practices, and curriculum. Furthermore, additional time can be utilized to offer additional supports to students. An example of this is, a student

support space or a Zen Den in the school to provide social, emotional, and academic support. In order for a space like this to be successful, additional time is needed for staff to support our students' needs.

- **Professional Development for Classroom Management and Organization for New Educators**

It is imperative that new educators receive professional development focused on effective classroom management and organization prior to the start of the year. This approach will help our new educators establish routines, procedures, and redirection strategies that will help them establish a classroom focused on learning. Setting aside time prior to the start of the school year, will create a better outcome related to academic success for our students.