



James Tansey Elementary School

SY27 School Budget Presentation

Stephanie Brown, Principal

Erin Kazen, Assistant Principal

Better Together!

Budget Overview - Executive Summary

Key priorities for SY27:

- Tansey budget priorities are designed to reduce accountability risk through improved Tier 1 coherence and stronger early grade foundations.
- Strengthen Tier 1 core instruction, in all grade levels K-5, through coaching, collaboration, and data use
- Enhance MTSS systems to support academic, behavioral, and SEL needs
- Sustain and strengthen school culture, attendance, and family engagement
- Align staffing and resources to current student demographics and enrollment trends

What is changing from SY26:

- Increased focus on instructional coaching and data cycles
- More intentional alignment of resources to MTSS , Special Education , and SEL structures
- Stronger focus on Early Childhood instruction and how that correlates to student growth and achievement
- Continued refinement of staffing efficiencies and coverage models.

What is remaining stable:

- Commitment to inclusive practices and high expectations for all students
- Strong focus on student belonging, engagement, and attendance
- Collaborative leadership and shared responsibility

Primary drivers of this budget proposal:

- Student needs (67.6. % High Needs; 16.9% SWD; 7.6% ELL) *According to DESE 25-26 Data
- School Improvement Plan aligned to District priorities and DESE accountability

Alignment to District Priorities

Teaching & Learning:

- Data driven instruction
- High quality, standards aligned Tier 1 practices
- Coaching and feedback cycles

Student Support & Well-Being:

- MTSS systems
- SEL instruction and counseling supports
- Attendance monitoring and intervention

Equity & Access:

- Target supports for SWD, MLL, and high needs students
- Inclusive leadership practices
- Family engagement

Operational Efficiency:

- Strategic staffing and role alignment
- Maximizing existing resources before requesting additions

School Context

James Tansey Elementary School Student Demographics <i>*25-26 DESE</i>	
Grades K-5 Enrollment-295 students	
High Needs	67.6%
Students with Disabilities	16.9%
English Learners	7.6%
Low Income	57%

Key contextual factors influencing budget needs:

- Majority of students (over $\frac{2}{3}$) travel from outside of the neighborhood
- Attendance and family partnership require additional outreach due geographical/transportation barriers
 - Wide range of academic and SEL needs
- Strong emphasis on belonging, consistency, and relationship building
 - No programmatic considerations at Tansey at this time

Social-Emotional & Behavioral Needs

We are observing an increase in students with complex SEL needs presenting with heightened emotional dysregulation and physical aggression within the school environment. This significantly impacts school resources, as addressing the behavioral needs and safety risks associated with these challenges requires considerable support from administration and staff. Navigating necessary support systems for children can be challenging for families and requires significant staff time.

We are not requesting additional SEL staffing at this time. Our recommendation is to stabilize systems and Tier 1 instruction to reduce downstream dysregulation (occurring as a secondary reaction to a primary stressor).

At this time, we are implementing the following to mitigate our SEL needs:

- Continued SEL instruction aligned to Responsive Classroom and Positive Action with Casel Standards
- Increasing counseling supports and wrap around services for students/families (both school-based and community partners)
- Attendance monitoring and family outreach
- Proactive behavior supports and restorative practice
-

[Restraint Data](#)

[Conduct Incident Reports](#)

[SAC Schedules](#)

Academic Needs Assessment

Student performance trends:

- Growth and academic gaps are directly reflected in DESE 24-25 accountability outcomes
- Improvement in attendance a few years ago
 - Chronic absenteeisms declined for all students, but mostly in the sub-groups of: High Needs, Low Income, and Students with Disabilities.
- Ongoing need to strengthen outcomes for SWD and EL students

Identified instructional gaps

- Consistency of Tier 1 instruction
- Data use to inform instruction
- Rigor and alignment of instructional tasks

Curriculum or intervention needs:

- Continued implementation of evidence-based practices
- Clear and consistent progress monitoring tools and dashboards for data collection using district tools with strong building level routines

Professional learning implications:

- Ongoing coaching and feedback
- PLC's focusing on data, instruction, and student work

Operational & Facilities Considerations

Space constraints:

- Space limitations reduce the school's ability to deliver small group, specialized services, and required supports with fidelity.
- Positions that are "shared" with other schools are not .5 because of lack of "office space" (Attendance Officer/Community Facilitator)-these staff are in the building for approximately 2 hours per week.

Technology needs:

- Color printer-we currently do not have a color printer in the building. It is a necessary tool for mandated specialized materials (i.e., visual supports, intervention and materials for Students With Disabilities). At this time, I believe we are the only school without one.

Safety and supervision considerations:

- Supervision coverage to ensure safety and learning continuity

Other operational factors impacting instruction:

- Use of paraprofessionals for instructional and operational support
 - Balancing IEPs with increasing C Grid minutes, as well as the B Grid minutes that occur within the classroom, impacts the sharing of 3 special education teachers across the school.

Enrollment Trends

Current enrollment:

- 295 students

Enrollment trend:

- Although enrollment is stable, the intensity and complexity of student needs has increased as indicated by SEL (Aspen Conduct incidents, Mobile Crisis calls, restraints)

Historical trends:

'22	'23	'24	'25	'26
281	276	306	280	295

25-26 Grade Populations- 2 classes per grade					
K	1	2	3	4	5
47	44	55	55	47	45

Impact on class size, staffing, and programming:

- Multiple large class sizes this year (two track classrooms per grade)
- Need for continued intervention, inclusion, and support services
- Careful balance of class sizes, needs, and effective service delivery models

Effectiveness of Current Staffing

Structures that are working well:

- Collaborative Leadership Teams (Instructional Leadership Team; Coaches and Intervention Team; SEL Team)
- MTSS and data meetings
 - Adding an SST component to enhance the effectiveness of these and ensure consistent communication and follow through.
- SEL supports, programming and school culture
 - Responsive Classroom
 - Social Skills Groups (WIN, Lunch Bunch, Breakfast Groups)
 - Positive Actions
 - Monthly Tansey Town Halls

Areas of strain:

- Coverage for PLCs
- Outcomes indicate current staffing configuration lacks sufficient coaching capacity to accelerate Tier 1 growth
- Balancing instructional support with administrative needs

Anticipated Staffing Changes for SY27

Focus Areas:

- Strengthening specialized and supported instruction for students with disabilities and ELL
- Increasing instructional coaching capacity
- Supporting Tier 1 instruction and MTSS fidelity
- Incorporating more research based Early Childhood instructional practices into Kindergarten
- Ensuring coverage that does not dilute instructional time

Rationale for changes:

- Align staffing to SIP and District Priorities
- Build adult capacity to improve student outcomes
- Improve academic growth and achievement in all of our students

Alignment to student needs:

- Tansey outcomes indicate elevated accountability risk relative to peer schools
- DESE data reflects needs in both academics and SEL, especially with Students With Disabilities and ELL:
 - Tansey was the **only school in the district to have made limited or no progress toward accountability targets this year**, specifically in the areas of ELA and Math achievement and growth, as well as Chronic Absenteeism.
 - **Our Students With Disabilities sub-group earned 0% of possible points in student achievement in 2025** and only 8% in 2024.
 - Our Lowest Performing Students and Students With Disabilities declined from 24-25 in both ELA (very low growth) and Math (low growth).

Current Staffing Overview

Staffing configuration:

- 12 Classroom Teachers (2 per grade, Grades K-5)
- Special Education Inclusion Teachers (3 for school- *This year because of staffing disruptions, including FMLAs, we had only 1 special education teacher servicing our school for several months impacting consistency of inclusion and C-Grid service delivery, requiring compensatory services.
- Paraprofessionals-10 (2 @ K; 2 @ 1st; 2 @ 1-1 Sped; 2 @ Intervention; 2 @ Sped inclusion)
- Specialists (Share Art/Music with Watson; FT PE/Health Teacher)
- Administrative and Support Personnel (Principal, Assistant Principal, 2 SACs, and 1 Clerk)

Staffing ratios or class sizes (as applicable):

- Aligned to enrollment and student needs
- Emphasis on inclusive practices and small group instruction to meet needs of all students

Strategic Use of Resources

- Budget neutral shifts were prioritized where possible (*notably with special education and intervention supports)
- Prioritizing high-impact practices
 - Inclusive
 - Standards' Based
 - High Expectations
 - Collaborative
 - Student Engagement
- Leveraging shared leadership and collaboration
 - All work together to support neediest students
- Minimizing additions while maximizing effectiveness

Requests for Additional Resources-1

Part Time Foundational Instructional Coach (K/1)

- Provide teachers with job-embedded, non-evaluative support. This role focuses on high-impact instructional strategies in early literacy (Science of Reading), numeracy, and purposeful play-based learning.
- Development of shared Kindergarten instructional routines across grade level with a focus on developmentally appropriate practices for our earliest learners
- Looks at the Whole Child, thus developing all aspects of our Kindergarten students (social, academic, physical, emotional)
- Aligns with district priorities and School Improvement Plan and also supports DESE aligned curriculum implementation

Purpose and expected impact:

- Instill providing teachers with job-embedded, non-evaluative support. This role focuses on high-impact instructional strategies in early literacy (Science of Reading), numeracy, and purposeful play-based learning, growth mindset with teachers, students, and families
- Increase attendance -students will enjoy their first school experiences and have a natural love of learning
- Reduce inappropriate special education referrals by strengthening Tier 1 and early interventions and using data cycles tied to early literacy and numeracy benchmarks.
- Develop more invested and regulated learners by working with teachers to set up engaging, challenging, yet appropriate instruction
- Work collaboratively with teachers to improve all Kindergarten instruction, especially in the areas of inquiry, hands-on learning, and student collaboration
- Negate the impact of not attending PK by creating a stronger foundation at Kindergarten that sets all students up for success regardless of their background.

Requests for Additional Resources-2

Part Time TECH/ STEM Teacher

- A Tech/STEM teacher is needed to help students thrive in a 21st Century world where digital skills are as essential as reading and writing. Currently, we have no TECH/ STEM teacher. It was posted in the past, but never filled.
- Reduces paraprofessional diversion from IEP service minutes support by reducing coverage needs.
- STEM instruction aligned with district priorities and School Improvement Plan and also supports DESE aligned curriculum implementation
- Equity-wise-makes sense especially for Middle School Pathways to have all elementary students receive same opportunities for exposure, instruction, and support.

Purpose and expected impact:

- When young students learn to use Chromebooks, Google Slides, and other basic tools early on, they build confidence, independence, and the ability to create, rather than just consume.
 - Implement new OpSciEd curriculum
 - Work collaboratively with teachers to improve science instruction, especially in the areas of inquiry, hands-on learning, and student collaboration
 - Reduce reliance on paraprofessionals for coverage of PLC so they can be working directly with students
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SUSTAINABILITY CONSIDERATIONS:

- Shared positions with other smaller schools
- Decrease the number of older students who have behavioral issues and wide learning gaps in academic areas at upper elementary
- Both positions have an equity focus-providing all students with similar opportunities
- Possible options for scheduling/sharing: each school receives 1.5 days per week, with a .5 day for planning; two days per week per building, with the carryover into the following week and the days rotating; or, state a minimum number of coaching cycles per week/month per school

Grants & Supplemental Funding

Current grants/services supporting the school:

- School initiated Feinstein Grants for student and school engagement, SEL extension, and positive community based activities
- Community partnerships and outside therapy services (Balanced Learning Center, St. Vincent's, and Child & Family)
- This year, Tansey Elementary School has received \$3800 from The Feinstein Foundation. There is the potential to receive approximately this amount, or possibly more, each year, depending on student "Golden Tickets" which are chosen weekly by lottery and add additional annual school funding.

Funding sources:

- Combination of ongoing and supplemental funding from grants and shared services
- Used to enhance, not replace, core programming, as supplemental funding supports engagement; core staffing/programming requires district investment.

Summary & Key Takeaways

SY27 Tansey Elementary School budget priorities are:

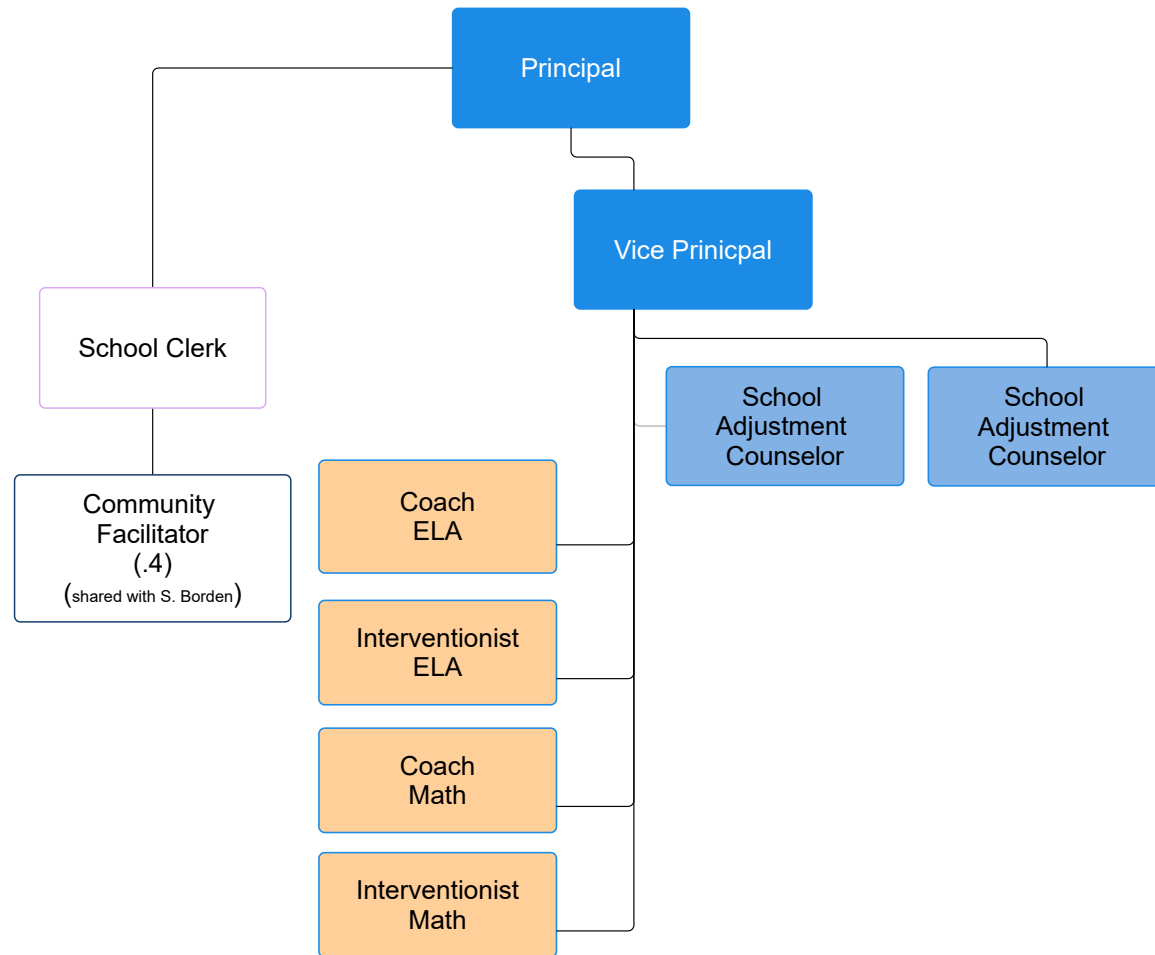
- Two part-time/shared positions have been proposed to elevate and create equity for all students: Foundational Instructional Coach and a Tech/STEM teacher
- Due to limited space, our attendance officer and community facilitator are not present in the building 0.5 of the time. We respectfully request that these positions be adjusted to reflect the actual time spent at Tansey and to use the cost savings from this adjustment to support a shared STEM teacher position and Foundational Instructional Coach, which would directly benefit our students.
- One option is to either share between two or three, of the smallest elementary schools.
- Possible options for scheduling/sharing: each school receives 1.5 days per week, with a .5 day for planning; two days per week per building, with the carryover into the following week and the days rotating; or, state a minimum number of coaching cycles per week/month per school
- SY27 budget is student-centered and data-driven
- Strong alignment to School Improvement Plan goals and district priorities
- Focused on sustainability, equity, and instructional impact
- Reflects a commitment to continuous improvement and fiscal responsibility

James Tansey Elementary School
Where We Are.....Better Together!

James Tansey Elementary School
711 Ray Street
Fall River, MA 02720



Administrative Support (FY25/26)





James Tansey Elementary School

Stephanie Brown, Principal
Grades K-5
8:50AM - 3:23PM

Enrollment		Selected Populations		Programs	
As of 10/1/2024	280			Extended Day	No
As of 10/1/2025	290			Pre-Kindergarten	No
As of 1/1/2026	296			ELL Foundational	No
				Special Education	Inclusion

Accountability Profile		Attendance	
Overall Classification	Not requiring assistance or intervention	SY26 (March 1, 2026))	
Reason for Classification	Limited or no progress toward targets	Attendance Rate	95.0%
Progress Toward Targets	24% - Limited or no progress toward targets	Chronically Absent Rate (>10%)	12.4%
		SY25 (End of Year)	
		Attendance Rate	94.0%
		Chronically Absent Rate (>10%)	15.3%
		Federal Designation	
		-	
		Accountability Percentile	
		39	

MCAS 2025

English Language Arts Grades 3-8

Performance Level	School	District	Massachusetts
Not Meeting Expectations	0	0	0
Partially Meeting Expectations	492	479	494
Meeting Expectations	0	0	0
Exceeding Expectations	0	0	0

Mathematics Grades 3-8

Performance Level	School	District	Massachusetts
Not Meeting Expectations	0	0	0
Partially Meeting Expectations	502	480	494
Meeting Expectations	0	0	0
Exceeding Expectations	0	0	0

Science Grades 5 and 8

Performance Level	School	District	Massachusetts
Not Meeting Expectations	0	0	0
Partially Meeting Expectations	495	479	494
Meeting Expectations	0	0	0
Exceeding Expectations	0	0	0

School

District

Massachusetts

Priority Areas
- Tansey Elementary School will enhance Tier 1 instruction through targeted professional development, coaching, and feedback, in order to meet the diverse needs of all learners. - Tansey Elementary School will strengthen its instructional leadership team by creating and implementing a school vision statement that aligns all school systems and practices to promote data-driven decision-making, shared leadership, and collective accountability for high-quality instruction and student achievement. - Tansey Elementary School will improve its system of Multi-Tiered System of Supports (MTSS) so that all students receive timely, data-informed, and student-specific instruction and interventions, promoting cohesive practices that accelerate student growth and close opportunity gaps. - Tansey Elementary School will build and sustain a safe, positive, and inclusive school community by increasing student leadership experiences, parent and community engagement, and a culture of belonging. - Tansey Elementary School will reduce chronic absenteeism.

Last Name	First Name	Org-Object-Project	Staff Assignment	Total Salary	Location	Comment
BROWN	STEPHANIE	23859000-511200-	Principal	147,290.00	James Tansey Elementary School	
KAZEN	ERIN	23859000-511200-	Vice-Principal	135,927.00	James Tansey Elementary School	
BENEVIDES	EMMA	25252000-511204-00038	Counselor-Adjustment	86,468.00	James Tansey Elementary School	
GONSALVES	STACY	25252000-511204-00038	Counselor-Adjustment	110,381.00	James Tansey Elementary School	
-1(FTE)		25252000-511204-00038	Counselor-Adjustment	(86,468.00)	James Tansey Elementary School	Counselor-Adjustment moving to Westall
SOUZA	LEE	23859000-511215-	Clerk-School	54,151.00	James Tansey Elementary School	
LEHMAN	JESSICA	23859250-511220-	Teacher - K	102,414.00	James Tansey Elementary School	
MEDEIROS	ALLYSON	23859250-511220-	Teacher - K	76,166.00	James Tansey Elementary School	
DANIEL	ELIZABETH	23859250-511220-	Teacher - 1	100,767.00	James Tansey Elementary School	
PERSONS	BRITTANY	23859250-511220-	Teacher - 1	102,414.00	James Tansey Elementary School	
MURPHY	NICOLE	23859250-511220-	Teacher - 2	102,414.00	James Tansey Elementary School	
MURPHY	SARAH	23859250-511220-	Teacher - 2	102,414.00	James Tansey Elementary School	
CORVELO	DEBORAH	23859250-511220-	Teacher - 3	105,470.00	James Tansey Elementary School	
LEE	RACHEL	23859250-511220-	Teacher - 3	104,780.00	James Tansey Elementary School	
CODY	KRISTIN	23859250-511220-	Teacher - 4	102,414.00	James Tansey Elementary School	
SANTOS	TAYLOR	23859250-511220-	Teacher - 4	65,743.00	James Tansey Elementary School	
STREETO	GABRIELLE	23859250-511220-	Teacher - 5	65,467.00	James Tansey Elementary School	
STREETO	VICTORIA	23859250-511220-	Teacher - 5	100,076.00	James Tansey Elementary School	
MULLEN	BARBARA	25353000-511220-00038	Teacher - Art (.5)	50,830.00	James Tansey Elementary School	
COUTO	JOCELYNE	25656000-511220-00038	Teacher - Music (.5)	34,627.00	James Tansey Elementary School	
RUBIO	TOMAS	25757000-511220-00038	Teacher - PE/Health	83,370.00	James Tansey Elementary School	
NEW POSITION		23859250-511220-	Teacher - Technology/STEM	70,000.00	James Tansey Elementary School	Program Improvement-Schedule Need
CHARPENTIER	KRISTEN	23863250-511220-	Teacher - Inclusion Sped	94,692.00	James Tansey Elementary School	
CORDEIRO	HEATHER	23863250-511220-	Teacher - Inclusion Sped	104,780.00	James Tansey Elementary School	
ENOS	WINIFRED	23863250-511220-	Teacher - Inclusion Sped	103,072.00	James Tansey Elementary School	
KILMER	BRIE ANN	23859250-511220-	Teacher - ELL Mainstream	102,414.00	James Tansey Elementary School	
CABRAL	CORINNE	23859250-511220-	Teacher - Interventionist	98,493.00	James Tansey Elementary School	
DIMANNO	KELLY	23859250-511220-	Teacher - Interventionist	103,532.00	James Tansey Elementary School	
1(FTE)		23859250-511220-	SEL Liaison	55,282.00	James Tansey Elementary School	Position moving from Westall
DOLMAN	LEIGHANN	23859251-511230-	Instructional Support Liaison	44,670.00	James Tansey Elementary School	
SERRANO	MADLINE	23859251-511230-	Para-K	39,905.00	James Tansey Elementary School	
MAROIS	DARLENE	23859251-511230-	Para-K	38,614.00	James Tansey Elementary School	
PASASKA	KELSEY	23859251-511230-	Para-1	39,605.00	James Tansey Elementary School	
WILLIAMS	TANISHA	23859251-511230-	Para-1	39,805.00	James Tansey Elementary School	
PEVIDE	LYNNE	23859251-511230-	Para-Classroom	40,305.00	James Tansey Elementary School	
MEDEIROS	BRENDA	23863251-511230-	Para- SPED Classroom / Inclusion	40,405.00	James Tansey Elementary School	
DANIEL	DANEA	23863251-511230-	Para- 1 on 1 Sped	39,305.00	James Tansey Elementary School	
LEMIRE	ASHLEY	23863251-511230-	Para- 1 on 1 Sped	37,206.00	James Tansey Elementary School	

Last Name	First Name	Org-Object-Project	Staff Assignment	Total Salary	Location	Comment
FERREIRA	MELANIE	23859251-511230-	Para-Interventionist	38,914.00	James Tansey Elementary School	
KHEK	SOPANE	23859251-511230-	Para-Interventionist	39,805.00	James Tansey Elementary School	
		TOTAL SALARIES-OPERATING		2,917,919.00		
BURNETT	ANDREA	34848200-511220-SY25	Teacher - ELA Coach	90,913.00	James Tansey Elementary School	TITLE II
RAZEE	ASHLEY	34848200-511220-SY25	Teacher - Math Coach	102,414.00	James Tansey Elementary School	TITLE II
		TOTAL SALARIES-GRANTS		193,327.00		
		23859002-511225	Substitutes	7,700.00		
		23859002-511225	Substitutes-Building Sub	15,300.00		
		26969004-551200-00038	Textbooks/Technology Materials	4,140.00		
		TOTAL EXPENSES-OPERATING		27,140.00		
		TOTAL TANSEY-OPERATING BUDGET		2,945,059.00		
		TOTAL TANSEY-GRANTS		193,327.00		