East Antioch Elementary

7342 Lowell
Overland Park, KS 66204
913-993-3200

Principal: Felicia Netolicky
Grades Served: K-6
KSDE Bldg #: 8774

Feeder Pattern: Hocker Grove & Shawnee Mission North

Notable School Characteristics

- East Antioch has been a comprehensive school serving students in grades K-6 since 1958.
- We are a small neighborhood school located in Overland Park, KS with enrollment consistently less than 350 students.
- This neighborhood has proven to have a rich history of East Antioch alumni returning to the area, so their children can now be educated at the same school they went to as a child.
- We are a small diverse neighborhood school with strong parental/community support.
- East Antioch has high staff retention because they relate to each other and work collaboratively as a team.
- Our students and staff build trusting and impactful relationships with one another.
- East Antioch has such a positive environment where staff, students, and families feel welcomed each time they walk through the building.
- We are a family oriented, community centered school in which both academics and personal growth are emphasized. Families feel it is important to build community relationships and interact with each other through extracurricular activities.

Sec. 8. On and after July 1, 2021, K.S.A. 72-1163 is hereby amended to read as follows: 72-1163. (a) Each year the board of education of a school district shall conduct an assessment of the educational needs of each attendance center in the district. Information obtained from such needs-assessment shall be used by the board when preparing the budget of the school district to ensure improvement in student academic performance. The budget of the school district shall allocate sufficient moneys in a manner reasonably calculated such that all students may achieve the goal set forth in K.S.A. 72-3218(c), and amendments thereto. The board also shall prepare a summary of the budget for the school district. The budgets and summary shall be in the form prescribed by the director pursuant to K.S.A. 79-2926, and amendments thereto.
KSDE Building Report Card

East Antioch Building Report Card

Needs Analysis

What barriers must be overcome for each student to achieve grade level proficiency on assessments?

There are always a number of challenges that should be considered when evaluating student success in a district. Some of the key barriers that impact East Antioch include, but are not limited to:

- We know early learning is a key to students’ academic success. East Antioch does not have a pre-K program due to limited facility space.
- Focusing on closing the gap between special education students and general education students is a barrier. The need for more specialized intervention instruction and support staff to support this need. Along with closing this gap, we continue to need to fund a full-time instructional coach to collaborate with teachers and the district to help ensure every individual student’s needs are met.
- There are high levels of students facing trauma. It is imperative that we continue to build strong relationships with our students. One way this can be done is by implementing a strong SEL curriculum. We need to continue to fund a full-time social worker to support the SEL standards as well as student social/emotional needs.
- There is limited access to community health services and mental health services.
- We have a limited number of substitute teachers.

What budget actions should be taken to address and remove those barriers?

Shawnee Mission faces a number of budget challenges when determining how to allocate funds to best meet the needs of our students. Given our population, the following budget considerations could have the biggest impact on student achievement:

- Increased salary to recruit and retain highly qualified certified and classified staff (including paras, aide, substitutes, and custodial staff).
- Additional staff members to meet the individual learning and SEL needs of all students including student success coaches, behavior support teachers, and continued funding for a full-time social workers.

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worker.

- Increased funding and time for professional learning communities (PLC’s) to meet.
- Continued funding for reading and math programs to assist teachers with differentiated small group instruction to meet the needs of all students.
- Allocate funding for additional substitute teachers, including retaining current building substitutes.
- Increase paraeducator and teacher support for special education students.
- Increased funding to expand extended school year and summer school programming for students.
- Increase core teachers to maintain a low student/ teacher ratio for great individualized instruction.
- Allocate for full-time specials (art, music, PE) teachers.
- Increase aides for student educational interventions.

How much time will it take for each student to achieve grade level proficiency on the state assessments if the budget actions would be implemented?

We emphasize, measure, and review student growth multiple times each year and document our data in our KESA plan. Our success and student growth depends on a variety of student success factors. Although we are proud of the work we do, many factors make it impossible to estimate a time that every student will achieve grade level proficiency. Such factors include:

- Ever-changing population of students bringing a varying degree of cognitive abilities and disabilities which preclude us from being able to guarantee a date when all students will meet a singular level of proficiency.
- While East Antioch believes every child can learn and achieve high standards, assessment scores are only one measure. East Antioch does not believe that students’ assessment scores should be the sole measure of student proficiency.
- Lack of constitutional funding of special education continues to impact our ability to fully meet the needs of all students.
- Similar to how other professionals, such as doctors, lawyers, etc. cannot ensure 100% success due to a variety of obstacles, we will likely be unable to achieve 100% proficiency.
- There is an increased level of social emotional challenges and needs of students due to the impact of COVID.

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Board Rationale/Comments

The Shawnee Mission School District faces challenging budget needs given the commitment to meeting aspirational state and district education goals for every student. The district continues to work to limit central administrative costs to less than 5% of the total budget. Following an analysis of student needs, the district has worked to maintain in the district budget a full-time social worker position in every school, a full-time instructional coach in every school, and Real World Learning counselors at each of the five comprehensive high schools.

The following positions have been added to support buildings to better meet the needs of our 26,440 students: two (2) assistant principal positions at our larger middle schools; three (3) intervention specialists; two (2) Special Education instructional coaches; two (2) ELL teachers; six (6) additional teaching positions and thirty (30) paraprofessional positions. The district will continue to analyze budget funds for the 2024-25 school year, in order to determine the ability to maintain the following positions that were added with ESSER funding: additional support for nursing services; additional secondary math teachers; building substitutes for every building; and class-size reduction at the elementary level.

In addition, the district has increased professional learning opportunities for all teachers, including hosting a major conference on Professional Learning Communities and sending large numbers of staff to a conference on Response to Intervention. We will continue to prioritize equitable allocation of resources to create a welcoming and engaging learning experience for every student — facilitating personalized learning plans, targeting career and college readiness, with the interpersonal skills for life success.

The percentage of East Antioch students performing at or above grade level on the ELA and Math state assessments (Levels 2, 3 or 4) in Spring 2022 remained above the state average. Math assessment performance dipped a bit in 2021 but has begun to rebound in Spring 2022 since a COVID decline. ELA state assessment scores have yet to turn back on the path of improvement. Like many other schools, East Antioch students have experienced significant educational learning disruptions over the past few years, and the school is challenged to provide all students with the social-emotional support they need to facilitate learning growth.

Our routine use of multiple measures to assess student growth, school climate and equitable practices will serve to inform the best use of finite resources looking ahead.

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