

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 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.

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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?

*Grade level proficiency is defined by state law as scoring “above level 2” on state assessments, yet actual grade level performance is most closely related to state assessment scores above level 1.

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:

- There are high levels of students facing trauma. It is imperative that we continue to build strong relationships with our students.
- There is limited access to community health services and mental health services.
- When students access community mental health support, it pulls them from instructional time and affects attendance.
- There is a special education and general education academic gap.
- We have a limited number of substitute teachers. When we are not able to fill a position, we lose academic support.
- We know early learning is a key to students’ academic success. East Antioch does not have a pre-K program.

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:

- One way we can assist with students with trauma is implementing a strong SEL curriculum, which was recently board approved. In addition to this, we need to continue to fund a full-time social worker to support the SEL standards as well as student social/emotional needs.

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- Additional support from an elementary school counselor would also be extremely beneficial for SEL support for high risk students. If we had counselors in the schools, this could help provide in-school support so students are not leaving school to access outside counseling resources.
- 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.
- 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 worker.
- We need more behavior support teachers for the district.
- Access to the correct district support programs for high risk students.
- Increase paraeducator and teacher support for special education students.
- Increase aide allocation for student education interventions.
- Increased funding and time for professional learning communities (PLC's) to meet.
- Continued funding for reading and math interventionists and programs to assist teachers with differentiated small group instruction to meet the needs of all students.
- Allocate for full-time specials (art, music, PE) teachers. They can assist during tier 2 and tier 3 support.
- More education for parents regarding support systems for their high risk students.
- Increase elementary school to staff two substitute teachers, retain current building substitutes and add an additional..
- 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.

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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?

*Again, state law defines grade level proficiency as scoring “above level 2” while actual grade level performance is most closely related to scores above level 1 on state assessments.

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:

- 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.
- Ever-changing population of students bringing varying degrees of cognitive abilities, school readiness, disabilities, and behavioral challenges preclude us from being able to guarantee a date when all students will meet a singular level of proficiency.
- With the addition of the open borders statute, it will make it even more difficult to identify a time when grade level proficiency for all would be achievable.
- 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 continues to be an increased level of social emotional challenges and needs of students due to the impact of COVID.

Board Rationale/Comments

The Shawnee Mission School District maintains focus on its commitment to meeting aspirational state and district education goals for every student. The district continues to budget conservatively, working to limit central administrative costs to less than 5% of the total budget. Over the past several years, the district has focused on responding to challenges caused by the COVID-19 pandemic, including learning recovery, an increase in chronic absenteeism, and an enhanced need for social and emotional support for students.

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The district has used information from needs assessments conducted at each building to make focused staff allocations at the building level. These include specific needs identified by large numbers of schools, including additional teacher allocations to maintain lower class sizes at the elementary level, providing a building substitute at each building, increased paraprofessional/teacher support in special education classrooms, and higher salaries for both certified and classified staff. In addition, following a comprehensive analysis of student needs, the district continues 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 district was able to use additional state funding, (including an increase in the at-risk weighting and an increase to the base, along with a corresponding increase in the Local Option Budget) to add positions identified in individual building needs assessments across our 48 attendance centers/specialized programs. These positions include the following:

- 10 special education teachers, 5.25 para-educators, an autism coach, 2 speech language pathologists, an occupational therapist, 2 school psychologists, and 2 special education coordinators.
- 5 elementary interventionists
- An additional instructional coach for Horizons and for Early childhood
- 4 ELL teachers
- A teacher on assignment
- 3 floating nurses and
- 2 administrative interns

The district is also maintaining the following positions in the operating funds at least for one more year:

- Elementary class size will remain at 22 for Kindergarten through 2nd grade and 25 for 3rd through 6th grades.
- Ten additional teachers at the secondary level to support learning recovery.
- At least one building sub at each building in the district.

The district will continue to analyze budget funds for the 2024-25 school year, in order to determine the ability to maintain the positions listed above that were added with ESSER

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funding: additional support for nursing services; additional secondary math teachers; building substitutes for every building; and class-size reduction at the elementary level.

While the percentage of at-risk East Antioch students performing at or above grade level on both ELA and Math state assessments (Levels 2, 3 or 4) exceeds statewide performance, meaningful academic growth and moving all students out of Level 1 remains a priority. 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.

In addition, the district will continue to support increased professional learning opportunities for all teachers, with a focus on Professional Learning Communities and 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.

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