

East Antioch Elementary

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

Principal: Kristin Bean
Grades Served: K-6
KSDE Bldg #: 8774

Feeder Pattern: Hocker Grove & Shawnee
Mission North



Notable School Characteristics

- Comprehensive K-6 school in Overland Park, KS
- Small neighborhood school with a family-oriented atmosphere
- High staff retention
- Highly involved families and PTA
- Diverse student body with an increasing ELL population
- Focus on strong relationships to embrace diversity and support the success of all
- Strong history of traditions
- Highly qualified staff provide Individualized learning for academic and social-emotional needs

KSDE Building Report Card

[East Antioch Building Report Card](#)

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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:

- Many students face trauma, increasing our need for social-emotional learning and support.
- Social-emotional needs and behaviors cause disruptions to learning.
- Approximately 50% of our students live in poverty.
- There is a lack of affordable community health and mental health services.
- There is no pre-k program at East Antioch, and we have an increase in enrollment of students with major educational gaps or no prior formal education.
- Students with inconsistent attendance and tardies struggle to make consistent academic progress.
- We have an increase in our ELL population.
- There is a lack of sufficient funding to support students with special needs.

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:

1. Maintain the following full-time staff members: Instructional Coach, Interventionist, Social Worker, and Building Sub. (current positions)
2. Add an ELL teacher to support our growing ELL population. (new position)
3. Allocate funding for specials teachers (art, music, PE, library) to remain full-time at East Antioch and not travel to another building.
4. East Antioch was built in 1958. A new facility would support collaborative learning and pre-k.
5. Maintain lower student-teacher ratios for more personalized instruction.
6. Increase salaries to recruit and retain highly-qualified certified and classified staff, including paras, aides, substitutes, and custodial staff.
7. Having counselors on-site would allow students to receive the necessary support during the

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school day, reducing the need for them to leave school to access external counseling services.
(new positions)

8. Increase funding for behavior support teachers across the district. (new positions)

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?

While our board of education, administration, teachers, and classified staff work tirelessly to meet the academic and social-emotional needs of all of our students, many factors come into play that do not allow us to accurately assess when all students will be at a certain level. Some of those include:

- Our student population is diverse, with varying cognitive abilities, school readiness, disabilities, and behavioral challenges.
 - The lack of constitutional funding for special education continues to hinder our ability to fully meet the needs of all students.
 - The lack of proper ELL support.
 - There has been a rise in social-emotional challenges among students, further impacting their ability to meet academic goals.
 - While assessment scores are one measure, East Antioch does not believe that students' assessment scores should be the sole measure of student proficiency. We believe that multiple measures should be taken into consideration to measure student achievement, such as SEL growth, daily interactions and attendance, classroom observations, and state/nationally normed tests. We believe that looking at the whole child will help to determine their success in the future.
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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 and efficiently, limiting central administrative costs to less than 5% of the total budget. Over the past several years, the district has risen to external challenges that have impacted our students educational experiences, with an increased focus on learning recovery, chronic absenteeism, and an enhanced need for social and emotional support.

The district has used information from needs assessments conducted at each building to make targeted staff allocations at the building level. Specific needs identified by large numbers of schools, included additional teacher allocations to maintain lower class sizes at the elementary level, providing a building substitute at each building, taking extra measures to ensure paraprofessional/teacher support in special education classrooms, and higher salaries for both certified and classified staff to strengthen retention and recruitment of employees. In addition, following a comprehensive analysis of student needs, the district continues to budget for 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 (at about 1,700 students each).

Even with the incremental restoration of state general education funding, (an increase to the base, along with a corresponding increase in the Local Option Budget) we were **not** able to add any new positions identified in individual building needs assessments across our 48 attendance centers/specialized programs (in fact we cut 19.2 FTE). Our budget situation for this year was challenging given the ongoing shortfall in Special Education funding from the State and a decline in student enrollment. Through our individual building needs assessment, our leaders identified a need for an additional 79.3 FTE that the district was unable to fund. Some positions that were unable to be funded were:

- 34 elementary counselors
- 10 Classified Special Education positions
- 5.25 Certified Special Education positions
- 5 high school instructional coaches
- 5 Interventionists
- 3 ELL Teachers

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

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- Elementary class size will remain at 22 for Kindergarten through 2nd grade and 25 for 3rd through 6th grades.
- 10 additional teachers at the secondary level to support learning recovery.
- 6 Attendance Specialists to continue our work towards curbing chronic absenteeism
- At least 1 building sub at each building in the district.

The district will continue to analyze budget funds for the 2027-28 school year, in order to determine the ability to maintain the positions listed above that were originally 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. Due to the shortfall in special education state aid, along with the uncertainty of federal funds, this recently restored capacity is tenuous.

In addition, the district will take steps to absorb cuts to state aid for professional development and teacher mentoring in order to continue support for the professional growth and retention of all teachers, with a focus on Professional Learning Communities and Response to Intervention. These types of budgetary needs to offset unfunded mandates erodes the inflationary adjustments to general education state aid. Additionally, resources will be allocated to the following items which also were identified through the needs assessment process:

- Expand implementation of iReady math resources and assessments from 6-8 to K-8.
- Continue expanding the number of LETRS trained staff (structured literacy)
- Adopt a new Learning Walkthrough platform for enhanced data collection and feedback.

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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