Hocker Grove Middle School

10400 Johnson Drive
Shawnee, KS 66203
913-993-0200

Principal: Chris Kase
Grades Served: 7-8
KSDE Bldg #: 222

Feeder Pattern: Hocker Grove MS & SM North HS

Notable School Characteristics

- Comprehensive school serving 7th and 8th grades in the Shawnee Mission North attendance area
- Extensive elective options including fine and performing arts, Business, Family and Consumer Science, Physical Education, Project Lead the Way, and World Languages.
- Award-winning teaching and support staff
- Diverse student body
- Athletics and activities program available to all students
- Center-based Special Education Program- ACE (Accessing Comprehensive Education)

KSDE Building Report Card

Hocker Grove Middle School Building Report Card

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.
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 Hocker Grove students include a number of students entering below grade level in reading and math skills, lack of funding for special education and general education supports, percentage of students living in poverty, absenteeism, percentage of students with limited English proficiency, and 79% of students having at least 1 at risk factor.

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

If given an appropriate level of funding for both general education and special education, there are a number of budget actions we could take to remove some barriers. These include increased salary to recruit and retain highly qualified certified and classified staff, additional staff members hired to meet the individual learning and SEL needs of all students, full implementation of RTI support programs, additional professional development opportunities including literacy program implementation, and increased paraeducator and teacher support in all classrooms.

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 we are making every effort to decrease the percentage of students scoring below grade level proficiency every year, we are not able to estimate the time needed to ensure that 100% of students meet grade level proficiency given the challenges that our district and students will face moving forward.

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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.

Hocker Grove operates one of the district’s center-based special education programs, which have had a particularly difficult time recruiting and retaining paraprofessionals. SMSD has created an enhanced pay structure for these professionals to support schools like Hocker Grove. SMSD middle schools have recently implemented a late-start on Thursday, which allows our educators additional time for professional development, particularly for Professional Learning Communities (PLCs). A school like Hocker Grove that has 79% of students with at least one educational risk factor can make use of this additional time to support academic and SEL needs of students.

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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