

# 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- SLC (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?

\*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 Hocker Grove students include 74% of students having at least one at risk factor, 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 students. Another barrier for the students and staff of Hocker Grove is the number of students that come to us with significant social emotional needs as a result of trauma.

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 along with full implementation of RTI support programs to address student academic gaps including a full time intervention teacher for reading.

In addition, since student social emotional needs have had such an impact on their preparedness for learning, we would also like to see additional funding for Tier 2 and 3 interventions through the Character Strong program along with a Social Emotional Learning Liaisons in schools as part of a partnership with an outside agency such as Children’s TLC or Johnson County Mental Health.

Finally, an additional office assistant would benefit our building in a number of ways. Primarily, an extra person would allow our attendance clerk to focus primarily on student attendance including making parent contact and participating with our Attendance Review committee to problem solve getting students to school. With chronic absenteeism having such a significant impact on our building, this would help us a great deal . This role currently splits time between managing attendance, answering phone calls and greeting visitors/late student arrivals. In addition to being our primary greeter, the

---

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.

additional staff member could take on assisting our athletic director with managing administrative duties involved with athletics and club activities.

**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.

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.

---

---

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.

## 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.

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:

---

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.

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

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 taken steps to support an enhanced pay structure, to the extent state budget constraints allow, for these professionals to support schools like Hocker Grove. SMSD middle schools are continuing with 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.

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.

---

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.