

**LAKER**

*Tradition*

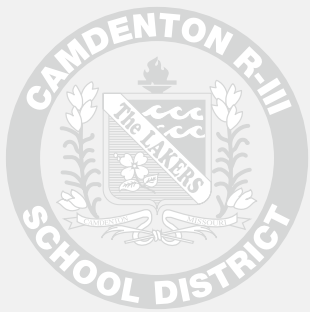
*C*amdenton R-III  
School District

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LAKE OF THE OZARKS



## Camdenton R-III School District Board of Education



<b>Susan Leslie</b>	<b>President</b>
<b>Janny Drover</b>	<b>Vice-President</b>
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<b>Linda Leu</b>	<b>Secretary</b>

*It's a Great Day to be a Laker!*



# Camdenton R-III School District

P.O. Box 1409  
Camdenton, MO 65020-1409  
Phone: 573-346-9213 · Fax: 573-346-9211  
camdentonschools.org

Maurice Overlander, Ed.D., Superintendent  
Roma Lee France, Assistant Superintendent  
Timothy Hadfield, Assistant Superintendent  
Brian Henry, Ed.D., Assistant Superintendent

## Welcome to the Camdenton R-III School District

Thank you for taking time to learn about the excitement in the Camdenton R-III School District. Whether you are a parent, a patron considering a move to the lake area, or a person interested in employment with the District, enclosed you will learn why people want to be a "Laker."

Camdenton R-III has always placed a heavy emphasis on its instructional program. The District maintains the highest state rating, that being the first school district in the state to have all schools in the District accredited by the North Central Association of Colleges and Schools. In November of 2009, the District was recognized for earning the Distinction in Performance award for 14 consecutive years. The Osage Beach Elementary School was named a Missouri Gold Star School in 2004-05, and a federal designated Blue Ribbon School in 2005-06. In April of 2007, the Camdenton High School was one of only eight high schools in Missouri to be designated to offer the academically rigorous International Baccalaureate Diploma Program.

To accomplish our academic goals, the Camdenton R-III School District operates nine attendance centers. Six of the buildings are located on the campus in Camdenton, Missouri. They are as follows: a new state-of-the-art High School, Lake Career & Technical Center, Camdenton Middle School, Oak Ridge Intermediate School, Hawthorn Elementary School, and Dogwood Elementary School. The District operates two additional elementary centers. Hurricane Deck Elementary School is located sixteen miles north of Camdenton in Sunrise Beach, Missouri. Osage Beach Elementary School is located sixteen miles east of Camdenton in Osage Beach, Missouri. The District operates the Horizons Alternative School on West Highway 54 in Camdenton.

The Camdenton R-III School District has experienced significant growth over the past two decades. Our current student enrollment for preschool through grade twelve now stands at 4,350. Because of the growth in population, the assessed valuation of the District has increased dramatically. The significant increase in assessed valuation has enabled the District to offer a comprehensive educational program with one of the lowest tax rates in the state.

I hope you find this information useful when considering your move to the Camdenton R-III School District.

Thank you for your interest.

Yours in Education,

A handwritten signature in cursive script that reads "Maurice Overlander".

## *Lake of the Ozarks*

### BOARD OF EDUCATION

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Randy M. Dickerson, Treasurer  
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John L. Beckett, Member  
Linda Leu, Secretary

# Administration



## Maurice Overlander, Ed.D. - Superintendent

### Education:

B.S.E. Psychology, Truman State University, Kirksville, Missouri

M.A. Special Education, Truman State University, Kirksville, Missouri

Ed.S. Educational Administration, University of Missouri, Columbia, Missouri

Ed.D. Educational Administration, University of Missouri, Columbia, Missouri

### Experience:

1972-1974 Special Education and  
Psychology Teacher  
Monroe City R-I

1974-1978 Guidance Counselor  
Monroe City R-I

### Adjunct Faculty Member

William Woods University  
Fulton, MO

### Administration:

1978-1984	Elementary Principal Monroe City R-I	1997-2001	Assistant Superintendent Camdenton R-III
1984-1987	Superintendent Bucklin R-II	2001-2007	Associate Superintendent Camdenton R-III
1987-1997	Superintendent Wright City R-II	2007-2010	Superintendent Camdenton R-III

## Roma Lee France - Assistant Superintendent



### Education:

B.S. - Geology, University of Central Missouri, Warrensburg, Missouri

B.S.E - Junior High Science, University of Central Missouri, Warrensburg, Missouri

M.Ed. - Curriculum and Instruction, University of Missouri, Columbia, Missouri

Ed.S. - Educational Administration, Missouri State University, Springfield, Missouri

### Experience:

1984-1995 Middle School Science/Math Teacher - Camdenton R-III School District

### Administration:

1995-2001 A+ Schools Program Coordinator - Camdenton R-III School District

2001 - present Assistant Superintendent - Camdenton R-III School District

## Tim Hadfield - Assistant Superintendent



### Education:

B.S.E - Secondary Social Studies, University of Missouri, Columbia, Missouri

M.A. - Secondary Administration, University of Missouri, Columbia, Missouri

Ed.S. - Educational Administration, University of Missouri, Columbia, Missouri

### Experience:

1993-1998 Social Studies Teacher - Shelby Co. R-IV

### Administration:

1998-1999 Elementary Principal - Shelby Co. R-IV

1999-2003 Middle School Principal - Shelby Co. R-IV

2003-2004 Middle School/High School Principal - Shelby Co. R-IV

2004-2007 Superintendent of Schools - Shelby Co. R-IV

2007 - present Assistant Superintendent - Camdenton R-III School District

# Administration

## Dr. Brian Henry- Assistant Superintendent



### Education:

B.S.E - Missouri Valley College, Marshall, Missouri  
M.Ed. - Baker University, Baldwin City, Kansas  
Ed.D. - University of Kansas, Lawrence, Kansas

### Experience:

8 years Social Studies educator in Pleasant Hill School District, North Kansas City School District and Oak Grove School District.

### Administration:

2 years as Assistant Middle School Principal - Oak Grove School District  
2 years as Middle School Principal - Oak Grove School District  
2 years as Assistant High School Principal - Park Hill South School District  
2005-2009 High School Principal - Camdenton R-III School District  
2009 - present Assistant Superintendent - Camdenton R-III School District

## Tim Hadfield, New Superintendent, July 2010

It is with great pleasure that the Board of Education announces the appointment of Timothy Hadfield as our new Superintendent of the Camdenton R-III School District. Mr. Hadfield possesses and surpasses the qualifications and characteristics our educators, support staff, and our community patrons defined as most important in the MSBA Forum Surveys. He has demonstrated leadership, integrity, communication skills, approachability and financial acumen in his three years of Central Office experience in Camdenton, and in his 14 years at South Shelby. Mr. Hadfield has experience leading buildings K through 12 as principal, as well as serving as Superintendent before coming to Camdenton. This Board of Education is confident that Mr. Hadfield will continue to build a leadership team that will reflect the Professional Learning Community environment where student learning continues to be our top priority. It is a privilege for the Board of Education to unanimously name Mr. Hadfield as our Superintendent.



Because the position of Superintendent is the sole hiring responsibility of the Board, the task of finding the most qualified person to lead our District was taken very seriously. The Missouri School Boards Association assisted us in this statewide search. Through this process, it is obvious that our District is a desirable educational opportunity, and is highly regarded throughout our state. Twenty-six (26) applications were filed with MSBA, and over the past week the Board interviewed five outstanding candidates.

The Board of Education would like to thank staff and community members who took time to provide input into this process. We value your opinions, and appreciate your contributions. It is an honor to serve this District whose top priority is student success.

As always, *It's a Great Day to be a Laker!*

Very sincerely,  
Camdenton R-III Board of Education

# Camdenton R-III School District

## Strategic Plan 2009-2012

*“Everyone Learning Every Day”*



### **Mission**

To create a learning community that maximizes each individual's performance for future success.

### **Strategic Goal Areas**

#### **Student Performance**

Develop and enhance quality educational/instructional programs to improve performance and enable students to meet their personal, academic, and career goals.

#### **Facilities/Support/Instructional Resources**

Provide and maintain appropriate instructional resources, support services, and functional and safe facilities.

#### **High Quality Staff**

Recruit, attract, develop, and retain highly qualified staff to carry out the LEA (local educational agency)/District mission, goals, and objectives.

#### **Parent and Community Development**

Promote, facilitate, and enhance parent, student, and community involvement in LEA/District educational programs.

#### **Effective Governance**

Govern the LEA/District in an efficient and effective manner, providing leadership and representation to benefit the students, staff, and patrons of the district.

### **Collective Commitments**

(Based on the work of Robert Marzano and colleagues)

**Guaranteed and Viable Curriculum**

**Challenging Goals and Effective Feedback**

**Parent and Community Involvement**

**Safe and Orderly Environment**

**Collegiality and Professionalism**

## Objectives

- Educators will improve student learning through the implementation of research-based strategies.
- The Camdenton R-III School District will improve student performance in the area of communication arts.
- The Camdenton R-III School District will improve student performance in the area of mathematics.
- Through the budgeting process, place an emphasis on instructional support positions, instructional resources, and library resources.
- Professional development will align with research based instructional strategies.
- Develop a facilities improvement plan focused on student learning.
- Create, promote, and maintain positive school and community relationships.
- Through effective leadership, the Camdenton R-III School District will promote a positive, collaborative, and caring learning environment.

The Camdenton R-III School District has attained the state's highest accreditation status for the past fourteen years:

## **"Accredited With Distinction in Performance"**

**The District is fully accredited by the North Central Association of Colleges and Schools K-12.**

**MSIP Waiver:** The Camdenton R-III School District received a waiver of the MSIP on-site review for the third and fourth cycle. The District has met all requirements to receive a waiver for the fourth cycle.

# Student Data

MSIP Standard/Indicator	Total Points Earned			Points Required Minimum	Met/Not Met
	Status Points	Progress Points	Status + Progress	Status + Progress	
9.3 ACT	4	2	6	4	Met
9.4*1 Advanced Courses	4	1	5	4	Met
9.4*2 Career Education Courses	5	2	7	4	Met
9.4*3 College Placement	4	1	5	4	Met
9.4*4 Career Education Placement	4	2	6	4	Met
9.5 Graduation Rate	3	2	5	4	Met
9.6 Attendance Rate	3	2	5	4	Met

## Enrollment by Building for the 2009-2010 School Year as of October 1, 2009

Dogwood Elementary	799
Hawthorn Elementary	499
Oak Ridge Intermediate	604
Hurricane Deck Elementary	160
Osage Beach Elementary	189
Middle School	673
High School	1303
Horizons Alternative School	104
Juvenile Justice Center	8
<b>Total</b>	<b>4339</b>

The District currently employs 372 certified staff (administrators and teachers) and 278 classified staff members (critical support personnel) for a total of 650 employees.

MSIP Standard/Indicator	Status + Progress	Met/Not Met
9.1*1 MAP Grades 3-5 Mathematics	Status Total=52	Met
	Status + Progress Total=56	
9.1*2 MAP Grades 3-5 Communication Arts	Status Total=48	Met
	Status + Progress Total=56	
9.1*3 MAP Grades 6-8 Mathematics	Status Total=52	Met
	Status + Progress Total=72	
9.1*4 MAP Grades 6-8 Communication Arts	Status Total=52	Met
	Status + Progress Total=72	
9.1*5 MAP Grades 9-11 Mathematics	Status Total=57	Met
	Status + Progress Total=73	
9.1*6 MAP Grades 9-11 Communication Arts	Status Total=46	Met
	Status + Progress Total=62	

## District Financial Data

2009-2010 Budget: \$49,182,814  
 2009 Assessed Valuation \$1,046,915,264

2009 Adjusted Tax Rate		2009-2010 Revenue Sources	
Incidental	\$0.95	Local	71.02%
Teachers	\$1.21	County	2.08%
Debt Service	\$0.17	State	16.67%
Capital Projects	\$0.54	Federal	9.95%
<b>Total</b>	<b>\$2.87</b>	Other	0.28%

Missouri Assessment Program GRADE SPAN	STATUS
9.1*1 Grades 3-5 Mathematics	225.5
9.1*2 Grades 3-5 Communication Arts	208.3
9.1*3 Grades 6-8 Mathematics	186.7
9.1*4 Grades 6-8 Communication Arts	206.7
9.1*5 Grades 9-11 Mathematics	181.3
9.1*6 Grades 9-11 Communication Arts	195.7
Missouri Assessment Program GRADE LEVEL	STATUS
9.1*1 Grades 3-5 Mathematics	755.6
9.1*2 Grades 3-5 Communication Arts	750.9
9.1*3 Grades 6-8 Mathematics	758.9
9.1*4 Grades 6-8 Communication Arts	755.7
9.1*5 Grades 9-11 Mathematics	747.1
9.1*6 Grades 9-11 Communication Arts	735.5

9.3 ACT	STATUS
Percent of Graduates Scoring at or above the National Average on the ACT	36.6
9.4*1 Advanced Courses	
Percent of Credits Earned in Advanced Courses	47.1
9.4*2 Career Education Courses	
Percent of Credits Earned in Career Education Courses	30.2
9.4*1 Advanced and 9.4*2 Career Education Courses	
Percent of Credits Earned in Advanced and Career Education Courses	77.3
9.4*3 College Placement	
Percent of Graduates Entering College	68.3
9.4*4 Career Education Placement	
Percent of Career Education Completers who are Placed	85.7
9.5 Graduation Rate	
Graduation Rate	89.2
9.6 Attendance Rate	
Grades K-12	94.1
9.7 Subgroup Achievement	
Percent of Subgroups meeting AYP	66.7



*Welcome to Camdenton High School  
Located on the Main Campus in Camdenton, Missouri*

Designed for a capacity of 1600 students, our modern 260,000 square foot facility includes core curriculum areas equipped with science labs, multiple computer labs, the spacious 15,000 book C.C. and Dorothy Blair Media Center, as well as classroom equipment to enhance our goal of academic excellence for all students. The building also includes the 900-seat RC Worthan Auditorium, home to our outstanding choir, drama, and band departments. Our special commons area features: the Ron Hendricks Gymnasium that seats 2,100 avid Laker fans along with a practice gymnasium, weight room, football, basketball, and wrestling locker rooms.

Adjacent to this state-of-the-art facility are the soccer complex, lighted tennis courts, softball and baseball fields, along with a locker room and concession buildings. Both the multi-purpose field, which is adjacent to the high school, and nearby Laker stadium have artificial turf, making our athletic facilities among the finest in the state.

Since opening the new high school facility in 2007, the faculty, students, and parents of the Camdenton High School community have continued to uphold the fine tradition of academic excellence that has become a standard in our community. With the addition of numerous programs designed to enhance the academic success of our students as well as continued capital improvements to our campus, Camdenton High School is poised for success.

Camdenton High School is built upon the principles of professional learning communities, which stresses the importance of learning for all members of our

educational community, adult and child alike - "Everyone Learning Every Day." Our faculty routinely engages in collaboration based upon clear learning outcomes in each academic content area and common assessments designed to ascertain student progress toward achieving academic outcomes and goals. Regular and focused dialogue among groups of teachers in our building provides a format for our teachers to share effective instructional techniques and develop common interventions to assist students experiencing difficulty as well as those who are already achieving at a higher level.



Due to the outstanding support of our community, exceptional facilities, quality teachers, and a highly talented student body, Camdenton High School continues to be a school of distinction in Missouri. From our tradition of academic excellence to our proud tradition of extra-curricular success, you will see Laker Pride alive at CHS.

# The Future Has Arrived



## Vision

The faculty of Camdenton High School, through a process of collaborative dialogue between staff members and students, has created a vision of learning which stresses the belief that all students can learn if given the appropriate time and support. This foresight will lead to the development of skills necessary for lifelong learning that will help students be successful after graduating from high school. Based on this vision, the mission of Camdenton High School is as follows:



The faculty of CHS holds high expectations for all students, strives to strengthen faculty-student relationships, and creates avenues to improve student performance by focusing on the following pillars of learning:

- ◆ **Educational Planning:** goal-setting, college and career development
- ◆ **Academic Assistance:** identify students who are in need of assistance and provide them with all necessary resources to find success at CHS as well as enhance the learning of our advanced students
- ◆ **Decision Making:** provide an educational program whereby positive behaviors and decision-making are rewarded through a clear system of privileges and responsibilities

To carry out our mission and ensure its success, the faculty of Camdenton High School has made the following collective commitments:

- ◆ Design common summative and formative assessments and analyze the data generated
- ◆ Utilize a system of student privileges that reinforces positive behavior and decisions
- ◆ Enhance personalization through a freshmen mentoring program designed to improve student experience upon entry into the school and provide early support for students
- ◆ Utilize data to identify strengths and weaknesses in instruction and student performance and develop a formal plan to address these issues



- ◆ Collaborate at the content level and leadership level to identify what students should know in each content area, assess them in a fair and common fashion, and have honest dialogue regarding the improvement of student performance

# Committed to Excellence in Student Achievement

## Profile

Camdenton High School has changed significantly over the past few years. Student enrollment, changes in personnel, and the addition of a new high school facility have created a need for change that positively benefits the students of our community. Based on this need, the students and faculty of Camdenton High School have created programs to enhance our ability to function as a community of learners focusing on increasing performance and improving opportunities for our students.

Many new structures have been developed to improve our capacity for change, including common learning out-



comes and assessments, professional teacher collaboration based on student outcomes and assessment, the development of a privilege system designed to reward students for behaviors that advance the mission of our community, and the development of academic interventions to address the needs of all students. To support these beliefs, a comprehensive program entitled LEAD Time (Laker Educational Planning, Academic Support, and Decision Making Time) has been implemented.

The curriculum of Camdenton High School is based on common expectations and essential learner outcomes in each of our content areas (e.g. Algebra, American History, etc.) and a series of common assessments designed to generate data to address student needs. These outcomes and assessments are based on the Missouri State Show-Me Standards and Grade Level Expectations. Teachers regularly collaborate to develop action plans based on identified areas of student need and share instructional strategies to support student achievement in each content area.

The Camdenton R-III School Board has approved a professional collaboration schedule whereby teachers have the opportunity to meet and discuss student performance on a regular basis during the contracted day. Providing this type of support for adult learning has been proven to enhance student performance.

In addition to supporting student learning through collaboration and common assessments, the staff at Camdenton High School has developed a system of student privileges to reward behaviors that advance our learning environment. In our privilege system, students are able to progressively receive more privileges (e.g. preferred parking and early release to lunch) as they progress through each grade level. Each student begins the year with the privileges granted to his/her grade level and will keep these privileges throughout the year if he/she is able to follow

academic, attendance, and behavioral expectations of the school. Programs such as ours are proven to reduce the number of office referrals and keep students in classrooms where learning occurs.

As stated in our vision and mission, the faculty of Camdenton High School supports the belief that all students can learn when they are given the appropriate time and support to make learning possible. In addition to support, an effort is being made to strengthen relationships between teachers and students and increase the level of personalization in our building. One aspect of this program, the CHS Academic Intervention Program, was developed to provide students with content-specific help during the school day, as well as additional tutoring and academic support. Though this program might seem geared toward struggling learners, our advanced students also benefit through the opportunity to utilize our media center, commons areas, arranged study groups, and take part in additional enrichment and tutoring activities.

## Academic and Activity Program

Camdenton High School is extremely proud of our tradition of academic success, as well as our emphasis on the well-rounded student taking advantage of co-curricular and extra-curricular opportunities. Camdenton High School offers Dual Enrollment and Advanced Placement classes in numerous academic areas and has been approved as an International Baccalaureate school. We offer a host of opportunities in various areas of student interest. Over ninety percent of the students at Camdenton High School are involved in a school related activity.



**Proud to be an  
International  
Baccalaureate  
School!**

### Our Future

Camdenton High School is committed to high standards for all students and will continue to develop programs that enhance our students' opportunities to be successful in the classroom and in life. Our commitment to excellence is enhanced by an outstanding community of supporters in the lake region and a School Board focused on the needs of our students. The Laker Spirit will continue to grow as will the opportunities for our current and future high school graduates.

**Camdenton High School has a proud academic tradition with numerous graduates receiving national and state academic distinction for their achievements in the classroom. The Class of 2009 had one National Merit Commended student. Thirteen students achieved Missouri Bright Flight distinction for achieving a 31 or better on the ACT, 26 graduated Summa Cum Laude and 62% of our graduates chose to continue their education at the college level.**



### Camdenton High School Principal Brett Thompson

#### Education:

B.S. Education

Hannibal-LaGrange College  
Hannibal, Missouri

M.S. in Education

William Woods University  
Fulton, Missouri

Ed.S. in Education

William Woods University  
Fulton, Missouri

#### Experience:

3 years Social Studies educator, Technology Coordinator in Camdenton R-III School District and Ralls County R-II School District

#### Administration:

4 years as High School/Middle School Principal, Shelby County R-IV School District  
2009 - present High School Principal, Camdenton R-III School District

# Missouri District Championships

Boys' Basketball 1939  
 Boys' Basketball 1950  
 Boys' Basketball 1961  
 Boys' Track 1972  
 Football 1977  
 Girls' Basketball 1979  
 Boys' Golf 1980  
 Boys' Track 1981  
 Volleyball 1982  
 Baseball 1982  
 Girls' Track 1983  
 Football 1985  
 Boys' Track 1985  
 Football 1987  
 Boys' Track 1988  
 Boys' Track 1989  
 Football 1990  
 Football 1992  
 Football 1995  
 Football 1998  
 Football 2000  
 Wrestling 2001  
 Volleyball 2004  
 Boys' Track 2005  
 Volleyball 2008

Boys' Basketball 1941  
 Boys' Basketball 1953  
 Boys' Track 1971  
 Boys' Track 1973  
 Boys' Basketball 1977  
 Football 1980  
 Football 1981  
 Baseball 1981  
 Boys' Basketball 1982  
 Football 1983  
 Football 1984  
 Volleyball 1985  
 Football 1986  
 Boys' Track 1987  
 Boys' Golf 1988  
 Baseball 1989  
 Boys' Golf 1990  
 Boys' Track 1992  
 Football 1996  
 Boys' Golf 1998  
 Football 2001  
 Girls' Track 2001  
 Football 2004  
 Boys' Track 2006  
 Football 2009

Boys' Basketball 1942  
 Boys' Basketball 1960  
 Boys' Basketball 1972  
 Girls' Track 1976  
 Football 1978  
 Boys' Basketball 1980  
 Volleyball 1981  
 Football 1982  
 Boys' Track 1982  
 Volleyball 1983  
 Girls' Basketball 1984  
 Girls' Basketball 1985  
 Girls' Track 1986  
 Football 1988  
 Football 1989  
 Girls' Track 1989  
 Boys' Track 1991  
 Boys' Golf 1994  
 Boys' Golf 1997  
 Football 1999  
 Volleyball 2001  
 Wrestling 2003  
 Football 2005  
 Girls' Track 2007  
 Soccer 2009

## State Championships

Boys' Basketball 1939  
 Football 1986  
 Football 1999

Boys' Basketball 1941  
 Football 1987  
 Football 2005

Boys' Track 1973  
 Football 1995

## State Runner-Up

Boys' Track 1963

Football 1977, 1996

Cheerleading 2005

## State Semifinalists

Football 1978, 1980, 1988

Girls' Basketball 1979

## State Quarterfinalists

Football 1978, 1983, 1984, 2000, 2001, 2004

Volleyball 2008

## Ozark Conference Championships

Volleyball 2002, 2005, 2009

Football 2002, 2004, 2005, 2007, 2008

Wrestling 2005, 2006, 2007

Softball 2009

Boys' Soccer 2009



*Welcome to Lake Career & Technical Center  
Located on the Main Campus in Camdenton, Missouri  
“Developing Skills for a Lifetime”*

The Camdenton R-III School District and Lake Career & Technical Center are committed to creating an environment that extends to the entire school community by fostering educational experiences that ensure individuals reach their full potential and perform to their highest level. This will be accomplished through a set of comprehensive programs and services that provide opportunities for students to achieve their goals as measured by appropriate standards.

## Goals

### *Developing Skills for a Lifetime!*

- Each year, prior to attending LCTC, students will receive career guidance information in order to select a related career and technical program that will assist students in making the transition from LCTC to related employment, continuing education, or entering the military consistent with their expressed interests at a minimum of 88.7% placement rate (as set by the State).
- Each year, students will demonstrate responsibility within the technical program as exhibited by:
  - maintaining an attendance rate of 95.1% (as set by the State);

- 90% of the career and technical education students utilizing the “embedded” credit(s) opportunity in mathematics and/or communication arts, will obtain the 80% average in order to gain credit;
- 80% of the students will master a minimum of 80% (as set by the State) of the essential skills.

## Profile

Career and technical education is an integral part of the total school curriculum. Lake Career & Technical Center programs strive to produce graduates who possess the knowledge and skills that enable all students to become responsible, productive citizens in a changing world.

All career and technical education programs address the following: aspects of pre-employment, technical literacy, technical skills, career planning, and job retention. By incorporating these aspects into all programs, career and technical students acquire the knowledge and skills to successfully enter employment, continue their education or enlist in the military.

Students who attend LCTC are from Camdenton High School, Horizons, Macks Creek High School, Climax Springs High School,



and School of the Osage High School, as well as adult students from the area.

Academic performance is collected and reported through essential skills mastery of specific program competencies. The members who serve on each program's advisory committee validate these competencies each fall. All technical programs infuse technical literacy into the training. This includes reading, writing, communication skills, and mathematics appropriate to the coursework. Topics that address the "soft" skills required to retain employment include: team-building, career interest inventories and goal setting. Mock interviews are also included in the regular curriculum.

Career and technical student organizations are an important part of the curriculum. These organizations are: FFA, Future Teachers of America, and SkillsUSA. Each of these clubs promotes leadership, community service, competition, confidence, and socialization skills. The National Technical Honor Society is an honorary organization for seniors who excel in both their regular academic courses and their career and technical courses.

Students who enroll in a block career and technical course may obtain academic credit in either mathematics or communication arts. This embedded credit opportunity incorporates competencies from one subject into another subject and allows students to earn

credit for both. The competencies are integrated within the technical course.

LCTC offers programs in the following areas: Agricultural Education, Automotive, Collision Repair, Computer Integration, Construction, Culinary, Graphics Technology, Health Science, Marine and Power Sports, Media Production, Metal Fabrication, and Pre-Teacher Education. Equipment, supplies, textbooks, curriculum, safe facilities, and professional development opportunities are equally important to the overall educational aspect of the school culture.

Community Education is another facet of LCTC. Adults may prepare for the GED or simply refresh his/her skills through the Adult Education and Literacy program. Short-term courses are offered in the areas of business and computers, landscape and home gardening, personal enrichment, recreation and health, and trade and industrial.

LCTC also hosts training for Volvo Penta. The students enrolled in the Marine Service Technology course, as well as the instructors, have the opportunity to participate in this training.



## Lake Career & Technical Center Director Dr. Gail White



### Education:

B.S. in Business Education

M.S. in Guidance and Counseling

Specialist in Human Services

Doctorate in Career and  
Technical Education

Truman State University  
Kirksville, Missouri

Missouri State University  
Springfield, Missouri

University of Central Missouri  
Warrensburg, Missouri

University of Missouri  
Columbia, Missouri

### Experience:

3 years as Business Educator  
at Crocker High School in  
Crocker, Missouri

2 years as Business Educator  
at Nichols Career Center in  
Jefferson City, Missouri

### Guidance:

3 years as Guidance Counselor  
at Nichols Career Center in  
Jefferson City, Missouri

1 year as Guidance Counselor at  
Buffalo High School in Buffalo,  
Missouri

### Administration:

1 year Nichols Career Center  
in Jefferson City, Missouri

1996 - present Lake Career  
& Technical Center Director,  
Camdenton R-III School  
District



*Welcome to Horizons Laker Educational Center  
Located at 172 West US Highway 54 in Camdenton, Missouri*

## **Purpose**

Horizons Laker Educational Center is the Camdenton R-III School District's alternative high school. Its purpose is to provide educational programs for high school students who are at risk of becoming school dropouts or have dropped out and are returning to school.

Students may be "at risk" for a variety of reasons.

Some of these reasons include:

- Seniors behind in credits to graduate
- Pregnant teens/teen parents
- School attendance problems
- Students returning from substance abuse rehabilitation
- Students with anxiety disorders who are unable to function in the regular high school setting
- Students returning from juvenile detention center
- Students with medical conditions

## **Educational Program**

Horizons educational program consists of two components:

- ◆ **Academic**
- ◆ **Character/Career/Community Development**

Horizons operates from 8:00 a.m. – 8:00 p.m.,  
Monday – Thursday and on Friday, 8:00 a.m. – 3:00 p.m.

### **Academic Component**

The academic component provides our students with the academic courses required for graduation. Teachers use a variety of instructional strategies which meet the various learning needs and styles of our students. Class size is small and very individualized to ensure student success. Many instructional strategies are utilized to create a hands-

on learning environment. Teachers and students work together daily to personalize instruction. Through this cooperative process, students gain confidence in themselves. Academically, Horizons curriculum meets the Missouri State Show-Me Standards and MAP criteria, and coordinates with the regular high school curriculum. Students may be full-time at Horizons or transitional between Horizons and CHS and/or LCTC.

### **Career/Character/Community Development Component**

The career/character/community development component helps students develop social and interactive skills that will assist them in becoming well-rounded, contributing adults in our society. Students are involved in problem solving, lateral thinking, community service, and small group activities. Also, students work on awareness of their career interests and aptitudes. They develop pre-employment skills such as locating jobs, filling out applications, resume writing, and interviewing.

### **Work and Volunteer Program**

Horizons students receive high school elective credit for paid or volunteer work experience. The Work Coordinator helps students find jobs, if necessary, and monitors the work experience with the employer's input and evaluation of job performance. Horizons students can earn up to two credits a year for successful work experience and one credit a year for community service. Students are also required to spend one hour each week with the Work Coordinator to learn about improving job performance, job attitudes, as well as customer service and co-worker relations.

## Missouri Option Program

The Missouri Option Program is targeted for a subgroup of students who have capabilities to complete high school requirements, but for a variety of circumstances are behind in credits needed to graduate with their class and are at risk of leaving without high school credentials. The students attend school fifteen hours a week until they pass the GED tests. The students also work or take additional classes to meet criteria for the Missouri Option Program. They can then graduate with their class, receiving a high school diploma.

## Guidance Program

Horizons has a full-time guidance counselor on staff. The counselor provides guidance to students in course selection, scheduling, and post-graduation planning - whether it's further education or the world-of-work. Also, the counselor provides personal and social counseling and conducts the district's testing program for Horizons students.



A primary focus of the Horizons Work Component is to expand our students' outlook on the world-of-work. The Work Program hopes to expose our students to permanent year-round jobs and careers. Our students vary in age as well as work experience. We look for job placement in areas such as construction, food service, clerical work, banking, and sales positions. When a full or part-time need is identified, a student can be identified to meet the need, or several students can be referred for an interview. This is a valuable learning tool for our students and is consistent with our educational goals.

## Horizons Laker Educational Center - Director Anne Wall



### Education:

B.S. Double Major in Elementary Education/Special Education

Missouri State University,  
Springfield, Missouri

M.Ed. Curriculum for the Exceptional Child

University of Missouri,  
Columbia, Missouri

M.Ed. Secondary Administration

William Woods University,  
Fulton, Missouri

### Experience:

4 years Coordinator of the Camdenton High School and Horizons' Work Program and Alternate Suspension Program at Horizons Laker Educational Center

12 years taught and coordinated High School Special Services Programs

2007 - present Assistant High School Principal/Director of Horizons Laker Educational Center

### Accomplishments:

Coordinator of Horizons Laker Educational Center Community Advisory Board

Member of the Missouri Association for Secondary School Principals

Member of the National Association for Secondary School Principals

7 years Operational Manager for an international greeting card company



*Welcome to Camdenton Middle School  
Located on the Main Campus in Camdenton, Missouri*

**Vision**

***“Everyone Learning Every Day!”***

Since being nationally recognized as one of only five Missouri schools to be honored as America’s outstanding secondary schools by the United States Department of Education in 1989, Camdenton Middle School has enjoyed a tradition of excellence. This pride and pursuit of excellence has led to being Accredited with Distinction in student performance. Our vision is to not only continue our past successes, but also to exceed these accomplishments by:

- ◆ Providing an excellent, knowledgeable, and understanding staff
- ◆ Collaborating with parents to developmentally educate the whole child
- ◆ Implementing developmentally appropriate educational programs
- ◆ Fostering the development of meaningful learning relationships with every single student

**Profile**

Every day, more than 650 rapidly changing seventh and eighth grade students fill the halls and classrooms of our middle school. They will be making critical life choices while forming the attitudes and developing the skills that will largely direct their behavior as adults. These students are our best and brightest. They are the single greatest commodity our parents and community have to offer. These students deserve a middle school that is dedicated to guiding them successfully through this key time of development. Because Camdenton Middle School is dedicated to providing exactly this type of learning institution for our students, we have adopted the following commitments:

**Collective Commitment 1**

Assess student learning, using data to guide instruction and intervention.

We will:

- ◆ Design assessments for learning and track student improvement.
- ◆ Use technology to increase student engagement.
- ◆ Define essential expectations for all content areas.
- ◆ Provide school-wide interventions.
- ◆ Provide a school-wide Advisory Program.



## Collective Commitment 2

Implement effective instructional strategies

We will:

- ◆ Ensure high expectations, set clear objectives and provide timely feedback for all students.
- ◆ Use cues, questions, and advance organizers.
- ◆ Design effective homework.
- ◆ Implement a school-wide student recognition program to reinforce effort.
- ◆ Implement inquiry-based instructional strategies.

## Collective Commitment 3

Build literacy for all students

We will:

- ◆ Implement the Missouri Reading Initiative to ensure reading across various content areas and implement a common scoring guide for writing.
- ◆ Implement a school-wide reading program.



# Teaming for Success

Teaming is the hallmark of most successful middle schools and Camdenton Middle School has implemented an excellent teaming structure. Our teachers and staff collaborate daily in learning communities designed to improve learning, to increase parental involvement, and to decrease the stress of isolation for both teachers and students. These teams have enabled Camdenton Middle School to communicate with our parents over 100,000 times a year through grade reports, phone calls, newsletters, progress reports, and parent meetings. By creating greater collaboration among all stakeholders, Camdenton Middle School has developed a team of professionals dedicated to continuous improvement in student performance. Every day we strive to answer four crucial learning questions...



1. What do we want our students to know or be able to do?
2. How will we assess if they know it?
3. What will we do if they don't know it?
4. What will we do if they already know it?

By collaborating as a team to successfully answer these questions, Camdenton Middle School teachers and staff place a priority on learning for all students.

# Enriched Learning for All

In an effort to build learning relationships and help students connect to school, Camden Middle School provides a comprehensive program of study. Programs are provided both during and beyond the school day to enhance learning.

The school day consists of an eight-period day, beginning with a short homeroom period. The purpose of this period is to provide students with a safe, familiar setting to begin each day. Different activities are planned for each day during homeroom.

**Monday**--D.E.A.R. Day -- students “Drop Everything And Read” for enjoyment.

**Tuesday, Wednesday, and Thursday** -- Learning Interventions and Areas of Special Interests (ASI) -- Students are in clubs based on their interests or in learning interventions based on their need for assistance or enrichment. Some of our clubs are: Dance, Weight Training, Strategic Games, Brain Games, Family Careers and Community Leaders of America, Motor Sports, and Drama Club.

**Friday** -- KLAK -- student-generated television newscast focusing on student news and events and Character Education Day.

The remaining seven periods include the core subjects of Communication Arts, Math, Social Studies, and Science along with one period of Health / Physical Education, and two elective periods.

## Super Lakers

**Super Lakers  
are recognized for  
exemplifying the  
six pillars of character:  
Trustworthiness, Respect,  
Responsibility, Fairness,  
Caring, and Citizenship**



## MIDDLE SCHOOL BACK-UP

*The right place to be!*



### Back-Up Purpose:

1. Remain drug-free.
2. Generate a “No Drug” trend.
3. Develop and maintain programs for peer support, referral, and guidance.
4. Organize drug-free activities for youth to participate in, which in turn, will help eliminate boredom.
5. Play a part in a community-wide effort to address the drug abuse problem.

**Being  
A  
Cool  
Kid  
Under  
Pressure**

# Rich Tradition



Competitive athletic programs are available for both seventh and eighth grade students. The fall sports include cross country for all girls and boys, a seventh grade football team and an eighth grade football team, and both seventh and eighth grade volleyball teams. The winter sports season consist of seventh and eighth grade basketball teams for both boys and girls. Spring offers track for all students.

Middle School students can participate in our school-wide geography bee, spelling bee, math contests, and a competitive speech and drama team in the spring.

The Camdenton Middle School has a rich tradition of, and participation in, school-wide dances. There are approximately six dances students can be eligible to attend.

We feel our Middle School offers all students a quality education with high academic standards in an atmosphere where every student has an opportunity for success. Our staff responds to the unique developmental and emotional needs of adolescents by providing an environment where students feel adults care about them as individuals.



## Camdenton Middle School Principal Sean Kirksey



### Education:

B.S. in Physical Education

Southwest Baptist University  
Bolivar, Missouri

M.S. in Administration

Missouri State University  
Springfield, Missouri

### Experience:

5 years Alternative Education, Physical Education, History, and Coaching

**Administration:** 1 year Middle School Assistant Principal, Perry Co. School District No.32  
6 years Middle School Assistant Principal, Camdenton Middle School  
2006 - present Middle School Principal, Camdenton Middle School



*Welcome to Oak Ridge Intermediate School  
Located on the Main Campus in  
Camdenton, Missouri*

**Vision**

Oak Ridge Intermediate School has a positive learning climate where teachers, students, and parents work together to achieve a common goal. All students who attend Oak Ridge, no matter what their individual background, join together to form a community of active learners. We emphasize the development of cooperative and caring teams. Using the Show-Me Standards and implementing Grade Level Expectations, our staff collaborates to ensure our students' needs are being met as we pursue excellence in education.



**Profile**

Oak Ridge Intermediate School is a community of learners taught by a staff that encourages students to recognize success and strive to be life-long learners. Cooperative Learning is implemented in all of our classrooms. The use of Multiple Intelligences enables our staff to continue to work on improving classroom instruction. Teachers are able to attend monthly in-services in these areas.



# A Community of Learning

Oak Ridge Intermediate is a positive environment for students as they become a community of learners. All staff is encouraged to help students and recognize their success throughout the year.



Recognizing that technology is important, Oak Ridge's two computer labs give all students instruction in keyboarding, word processing, and research skills. Students are given the opportunity to compete in area and statewide Math and Spelling contests, led by our committed staff. Literacy Coaches provide the support necessary to meet the expectations of our District Language Arts curriculum. We are a school-wide Title I school.

Teaming is implemented throughout our school community to meet the expectations of our curriculum. It enables our staff to have the ability to use combined knowledge of students in a shared planning time, to ask and answer the pertinent questions of:

1. What is it we expect them to learn?
2. How will we know when they have learned it?
3. How will we respond when they do not learn?
4. How will we respond when they already know it?

This enables us to better meet the needs of all students.



A reading incentive program has been developed and implemented to encourage our students to become life-long readers. Through our District VIPS Program, each quarter Oak Ridge hosts a reading program allowing Outstanding Adults to Read with Students (OARS). OARS encourages community member participation to promote reading and a love of books.

The Oak Ridge Intermediate staff and families have made a commitment to providing the best education possible for all learners. This year, a new teaming format was implemented. Students are on teams of two teachers, one teaching math and science and the other teaching communication arts and social studies. The students are with their teachers for approximately two and one-half hours for instruction. This allows for the teachers to give an intense lesson and then allows for the students to work and demonstrate their understanding of the concepts.

The teachers benchmark each student at the beginning of the year to see where they are able to comprehend instruction. Because of our staff's development of common assessments, they are able to determine where each child is in their learning development and make instructional changes. We are now identifying students who need other intervention and are working with subject acceleration, especially in the area of math.

We are also implementing co-teaching in several of our classrooms. This is where an interventionist goes into a classroom and teaches right along with the classroom teacher, allowing them to meet the needs of all students. An intervention time is scheduled in every day where the teachers have time to either re-teach or extend all students' learning.

*We welcome all to be a part of this exciting time at Oak Ridge Intermediate where students come first.*

# Community Excitement



PASS is our before and after school program in which students work to improve reading, math, and study skills.

We also have established support groups for students who have divorced parents, grandparents as parents, or deceased parents.

A special attendance program recognizes students by holding a drawing for prizes each quarter and at the end of the year for students who have at least 95% attendance.

Oak Ridge works with Missouri Department of Natural Resources sponsoring an annual pumpkin carving contest. The pumpkins are taken to Ha Ha Tonka State Park for their “Haunted Walk” each October.



Red Carpet assemblies are held at the end of each quarter to celebrate our Fight Free Program. Through the Fight Free program, students are taught good decision-making skills in conflict resolution at school and in their community. Working with students to **respect themselves, respect others, and respect their school** enables this to be a highly successful program at Oak Ridge.



Our PTO is very active and supports our building in many ways. Through fundraisers, we have been able to purchase classroom computers, magnetic boards, and TV/DVD/Computer hook-ups.

Oak Ridge has an active Student Council that is involved in several projects throughout the year. Class representatives are elected in every homeroom. They attend Student Council meetings, committee meetings, and project planning meetings. Representatives are to set a good example of citizenship to their classmates and school. Student Council sponsors activities such as Red Ribbon Drug Awareness Week, Christmas Canned Food Drive, Teacher Appreciation Week, and yearbook.



The local Kiwanis Club encourages our students to be active community members as well as responsible students through their “Terrific Kids” program. They also sponsor the K-Kids, which involves students in community service.

# Life-Long Learners

K-Kids is a student-led service organization for elementary students. The local Kiwanis Club of Camdenton serves as the K-Kids sponsor. The objectives for K-Kids are to provide opportunities for working together in service to school and



community, to develop leadership and to foster the development of strong moral character. Some of the activities during the 2009-10 school year include: making scarecrows for decorating the trail at the Ha Ha Haunt, collecting money for UNICEF to help youth in need in Uruguay, making Veterans Day cards for the local VFW chapter, making snowmen placemats for Windsor Estates, bell-ringing for the Salvation Army, collecting paper products from Oak Ridge for recycling, selling Valentine-grams for the students and faculty of Oak Ridge, serving patrons at the annual Kiwanis Pancake Breakfast, participating in the Dogwood Parade, cleaning cages at the Animal Shelter and filling Easter eggs for the Camdenton pre-school classes.

Oak Ridge Intermediate students look forward to the annual spring Scooter Soccer Tournament. It takes place in the evening and is the most popular sporting event of the year for the Oak Ridge students.

## Oak Ridge Intermediate Principal Terry Jacob



### Education:

High School	West Marshall State Center, Iowa
B.S. in Elementary Education	University of Northern Iowa Cedar Falls, Iowa
M.A. in Elementary Education	University of South Dakota Vermillion, South Dakota
Advanced Studies Certificate in Elementary Administration	University of Northern Iowa Cedar Falls, Iowa

### Experience:

19 years as an Elementary Teacher in grades 4-8:  
3 years at LaPorte City, Iowa, and 16 years at LeMars, Iowa

### Administration:

1 year Assistant Elementary Principal, Sioux Falls, South Dakota  
7 years Elementary Principal, Sioux Falls, South Dakota  
5 years Elementary Principal, Johnston, Iowa  
2008 - present Elementary Principal, Oak Ridge Intermediate



*Welcome to Hawthorn Elementary  
Located on the Main Campus in Camdenton, Missouri*

## ***Learning for Everyone, Every Day!***

### **Vision**

Our vision for Hawthorn is to become an exemplary school. Our goal is to see Hawthorn recognized throughout the State for our professional practices and continual improvement. Learning is the mission of our school and, through the use of rigorous curriculum, effective instructional strategies, and timely interventions, we will produce students who perform at high academic levels. We strive to lay a solid foundation for future academic success as well as develop the habits that enable students to be productive and successful in life.

### **Profile**

Hawthorn's curriculum is aligned with the Missouri Show-Me Standards and the Department of Elementary and Secondary Education's Grade Level Expectations. Our emphasis is to provide comprehensive educational experiences in Literacy, Math, Social Studies, and Science. Students will also have opportunities to learn and grow through the development of good character, appropriate decision-making skills, and conduct that enhances a safe and effective learning environment. Every day students will participate in one of five "Specials," which include Music, Art, Physical Education, Computer Lab, and Library.

### ***Positive Behavior***

Hawthorn Elementary is a state-recognized Positive Behavior Support school. Expectations for students are clearly communicated and center around four core traits. Hawthorn students are to be respectful, responsible, honest, and safe. These expectations are supported through class and building-wide procedures and a comprehensive character education program.

### ***Student Learning***

Hawthorn is a professional learning community in which every stakeholder plays an integral role. Faculty and staff have intentionally designed the learning environment to support the performance expectations. Teams of teachers working collaboratively is the means by which we meet the ever-increasing challenges and accountability facing our students today.



# A Culture of Learning

## Academic Rigor

Academic rigor at Hawthorn means enhanced learning opportunities for students through differentiated instruction:

- ◆ **Content Acceleration** - students demonstrating mastery or proficiency of current grade-level expectations have the opportunity to engage in the next appropriate grade-level of instruction.
- ◆ **Small guided-reading groups and math workshops** help meet the specific learning needs of our students by engaging them at their appropriate instructional level.
- ◆ **Flex-grouping\*** allows our teachers to provide focused, “custom-built” instruction. They use pre-assessment data to diagnose and deliver effective instructional strategies, providing appropriate intervention and extension as needed.
- ◆ **Pre/post assessments** are used by administrators and staff to measure academic growth and demonstrate proficiency of essential learning.



### *\* Flex-grouping defined:*

Teachers within grade-level teams group students based on pre-assessment performance. Groups are fluid, allowing students to be moved between groups as needed.



## Hawthorn Elementary Principal Todd Shockley



### Education:

High School                      School of the Osage  
Osage Beach, Missouri

B.S. in Education                University of Missouri  
Columbia, Missouri

M.S. and Specialist in         William Woods University  
Education Administration      Fulton, Missouri

### Experience:

2 years Newburg Elementary, Newburg, Missouri  
1 year Eldon Alternative School, Eldon, Missouri  
18 years South Elementary, Eldon, Missouri

### Administration:

2006-07 Middle School Assistant Principal, Camdenton R-III School District  
2007 - present Elementary Principal, Hawthorn Elementary

# Capstone Center Camdenton Laker Gifted Program



The Camdenton R-III School District strives to promote learning for everyone every day. We are thankful to be in a district that seeks to make that a reality at every level for every learner. Gifted services are an

integral part of the district mission and vision, therefore, our collective commitments mirror those of the district. As we strive to meet our commitments, different levels of intervention are provided.

Students identified as gifted in grades K-8 may participate in the pull-out program at the Capstone Center where affective as well as academic needs are addressed by teachers certified in gifted education. In addition to the pull-out program, students in first through sixth grade are assigned to cluster classrooms which are regular education classrooms with a “cluster”, usually 4-6, of identified gifted students. Teachers of cluster classrooms are trained to provide differentiation and compacting of the curriculum. The pull-out program as well as cluster grouping offer gifted students time to interact with their intellectual peers. Students in grades 9-12 may participate in Advanced Placement (AP) classes as well the International Baccalaureate (IB) program. The Capstone Staff also includes an educator of the gifted who provides on-site consultation for high school students and co-teaches at the high school two hours per week. Another avenue for meeting student needs is through subject acceleration and whole-grade acceleration. The district has criteria established to determine if a student qualifies for subject or whole-grade acceleration.

In the fall, all identified gifted students in grades 5-8 are administered the EXPLORE test to gain some insight into their achievement at levels beyond their age peers. The Center also administers Learning Style Inventories to help classroom teachers, parents, and Capstone faculty understand each individual child’s preferred way of learning.

During Center time, students participate in major units around a theme. The major units incorporate grade level expectations from core subjects such as communication arts, math, science and social studies as well as objectives based on the district adopted gifted curriculum. Close to the end of each semester, students show off their work at “Shine Night”, an open house event where they perform and exhibit their projects.

The Center assesses learning based on the following performance skills: research, problem solving, critical thinking, communication, affective (also known as socio-emotional needs) and creativity. Every afternoon, students rotate to each teacher for specific instruction on all six of the performance skills.

Another component of Camdenton’s gifted services includes a parent support group called Laker ABC. Laker ABC is an academic booster club for parents of our Capstone students as well as other students in the district. The group provides an avenue for exchanging information and ideas, assisting in the implementation of the Capstone program, supporting parents in understanding the socio-emotional needs of students and supporting the enrichment of the educational environment. Laker ABC meets the first Thursday of each month at 3:45 p.m in the Capstone Center.



The district also has a gifted planning team composed of parents, cluster teachers, Capstone teachers and administration. This team seeks to give opportunities for discussion and brainstorming on program improvement initiatives.

It is a goal that each student develops abilities to think critically, solve problems, communicate effectively in a variety of settings and contribute positively to the community and the world.





*Welcome to Dogwood Elementary School  
Located on the Main Campus in  
Camdenton, Missouri*

**Where Learning Blossoms!**



### **Vision**

Dogwood Elementary works as a collaborative team to provide research-based instructional practices that meet the diverse needs of the individual learner in a safe, nurturing environment.



### **Profile**

Our curriculum is aligned with the Missouri Show-Me Standards and Grade Level Expectations and reflects a comprehensive and rigorous program in Balanced Literacy, Math, Science, and Social Studies, as well as a strong Fine Arts program. With literacy being a focus at the elementary level, we have developed a well-stocked library that teachers and students use regularly. The counselors provide regular instruction, as well as individual and small group counseling. Our kindergarten is a full day program. We also have a pre-school program that includes five full-time teachers. The pre-school students attend half days, four days a week.



# Learning for All

Our belief that all students can learn guides a program that ensures a differentiated instructional approach to meet the needs of all students. Instruction takes place through whole group, small group, and one-on-one. A variety of resources and materials are used in daily instruction to enhance higher-level thinking, problem solving, critical thinking skills, and hands-on experiences. We have Reading Recovery and Title I Literacy Groups, as well as subject acceleration and flexible grouping. Flexible grouping allows the freedom to group students across one or two grade levels based on their needs.



Dogwood Elementary has a strong commitment to the use of technology to enhance student learning. All students attend the computer lab regularly and each classroom is equipped with three computers. Every computer is internet accessible and many of our classrooms are equipped with Smart Boards.

Dogwood Elementary is home base for the Parents as Teachers Program, including seven certified parent educators. This wonderful program provides the information, support and encouragement parents need to help their children develop optimally during the crucial early years of life.



Our after-school program, Project PASS, and a before-school program, The Breakfast Club, have a very strong academic focus to help students with specific skills. We also have the Laker Pack Program, which provides after-school daycare for working parents.



# Going the Extra Mile



Dogwood Elementary is also the home of our District's Volunteer/Community Relations Program. We have an active volunteer program in our school that assists both our staff and students on a daily basis.



Dogwood Elementary has a strong parent and community involvement program.

The Camdenton PTO is an active organization that supports students and teachers throughout the year. In recent years, they have helped fund playground equipment and many, many, books for our library. We strongly encourage parents to be involved in their child's education.



## Dogwood Elementary Principal Melissa Salsman

### Education:

High School	Camdenton High School, Camdenton, Missouri
B.S. in Education	Missouri State University, Springfield, Missouri
M.S. in Elem. Education	Southwest Baptist University, Bolivar, Missouri

Specialist in Elementary Administration Missouri State University,  
Springfield, Missouri

### Experience:

1 year Remedial Math Educator at Stoutland, Missouri  
11 years Elementary Educator at Oak Ridge Intermediate

### Elementary Administration:

5 years Dogwood Elementary Assistant Principal, Camdenton R-III School District  
2007 - present Dogwood Elementary Principal, Camdenton R-III School District

# Welcome to Camdenon R-III School District

## Department of Interventions (Pre-K-12)

The Camdenon R-III School District offers many district-wide intervention programs designed to address the unique needs of children, families, and the community. The Department of Interventions is committed to helping all students learn. Other interventions which have been highlighted throughout this brochure include: Reading Recovery, PASS, and Gifted Education.

### Early Childhood Programs

Our Early Childhood program consists of Preschool, Early Childhood Special Education, and Parents as Teachers. These programs work together to provide parent education and activities to help preschoolers learn.

#### Preschool Program:

Our preschool program serves students who meet eligibility criteria for minor developmental delays. This language-based program focuses on all areas of development: social skills, pre-academics, speech and language, fine and gross motor.

#### Early Childhood Special Education (ECSE):

The ECSE program serves children who qualify with a disability or developmental delay ages 3-5, who are not yet kindergarten-age eligible. This program provides special education and related services based on the child's unique needs, according to the child's Individualized Education Program (IEP).

#### Parents as Teachers (PAT):

Our PAT program serves families prenatally through kindergarten age, providing parent education, screening services, and developmental information. Group meetings allow parents the chance to meet other parents in the community, while participating in educational activities with their child.



### Special Education (K-12):

Special Education and related services are provided in all buildings to children who qualify with an educational disability from Kindergarten to age 21. The special education and related services are based on the child's unique needs, according to the child's Individualized Education Program (IEP).



#### Section 504:

Children who have a physical or mental impairment that substantially limits one or more major life activities qualify for a Section 504 Nondiscrimination Plan. This Section 504 Nondiscrimination Plan details the placement, accommodations and/or modifications the child needs in the school environment to address the child's impairment.

#### Homebound Instruction:

Homebound instruction is provided for children who, due to medical or other situational issues, have been determined by a qualified medical professional unable to attend school regularly. A certified educator provides these services in the home, or at a neutral location, allowing the child to continue with his/her academic advancement during medical or other difficulties.

#### Homeless Education:

Children who are considered homeless are provided the same educational opportunities as children who are not homeless. Assistance is provided to the families of these children to facilitate access to medical, financial, and community resources.

## English Language Learners (ELL):

The ELL program serves children who have limited proficiency in the English language or who have a language minority background. This program provides educational services and accommodations designed to allow children to increase their English skills to the level of proficiency, while experiencing the general curriculum for their current grade level.

## Migrant Education:

A child whose family must move frequently for the purposes of seasonal employment qualifies for migrant education services. These services are provided to allow the child the opportunity to advance his/her academic achievement, with the ultimate goal of graduation from high school.

## Immigrant Education:

Services provided to students who are ages three to 21, were not born in any state, and who have not been attending one or more schools in any one or more state for more than three full academic years.

## Juvenile Justice Center (JJC):

The Juvenile Justice Center, located within the Camdenton R-III School District, serves children from area districts who have been placed in temporary care or judicial custody in connection with juvenile proceedings.



## Laker Pack:

The Laker Pack program provides after-school supervision and engaging developmentally-appropriate activities for children in grades K-6. Currently, the program is located in the Dogwood Elementary building and operates from the time of school dismissal until 5:30 Monday through Friday when school is in session.



## Special Services

### Education: Director Dr. Kristy Kindwall

High School

Bowling Green, MO

B.S. in Elementary Education  
Special Education

University of Central Missouri  
Warrensburg, Missouri

M.A. in Special Education  
in Learning Disabilities

University of Central Missouri  
Warrensburg, Missouri

Ed.D. in Educational Leadership  
and Policy Analysis

University of Missouri  
Columbia, Missouri

### Experience:

3.5 years Special Education Teacher at Sedalia and Knob Noster Middle School  
8 years Special Education Teacher K-3 at Dogwood Elementary  
3-8 years Process Coordinator at Dogwood Elementary, Hurricane Deck Elementary,  
Osage Beach Elementary, and Early Childhood

### Administration:

3 years Assistant Director of Special Services, Camdenton R-III School District  
2006 - present Director of Special Services, Camdenton R-III School District





*Welcome to Hurricane Deck Elementary School  
Located on the West Side of the Lake  
in Sunrise Beach, Missouri*

## **Vision**

*“Everyone Learning Every Day!”*

### **Our Collective Commitments**

(Based on the work of Robert Marzano and colleagues)

- Guaranteed and Viable Curriculum
- Challenging Goals and Effective Feedback
- Parent and Community Involvement
- Safe and Orderly Environment
- Collegiality and Professionalism

## **Profile**

Our school is comprised of approximately 160 students and 30 professional staff members. The school has been a fixture of the community for many years. The original building was constructed in 1952. Hurricane Deck Elementary was expanded in the early 1980's and 1996 to provide for the needs of students who were a part of a growing enrollment.

Our curriculum is aligned with the Missouri Show-Me Standards and Grade Level Expectations. The curriculum reflects a comprehensive and rigorous program in balanced literacy, math, science, and social studies. The Hurricane Deck Elementary administration and faculty encourages the use of various strategies and practices to consistently challenge students to reach their optimum level of academic performance. This includes Grade Acceleration for those students who meet the

criteria established by the district. Students also participate in Guided Reading or Literature Discussion Groups in upper grades if they are reading at an advanced level. Teachers are continuously receiving professional development in differentiating the instruction in the classroom. The effects of this training can be seen when observing many students participating in enrichment activities under the tutelage of the teacher.

The students are also actively involved in a strong fine arts and physical educational program. This is true not only during the school day, but before and after school as well. A well-stocked library provides teachers and students with an abundance of rich literature to be used in the classroom and for independent reading. A section of the library is devoted to leveled books that are easily accessed by classroom teachers for guided reading. The Missouri Comprehensive Guidance program is implemented through the school counselor who provides classroom instruction and counseling for individuals or small groups.

We have an active Parents as Teachers program.



These professionals work with families who have children from birth to school age. They also assist in the screening and placement of students in our preschool. The recently adopted preschool program includes students who are three and four years old.

# Enhanced Learning/Community Partnership

We are a Professional Learning Community that believes all students will learn. Our teachers meet weekly for collaboration time to analyze data, assess student work, and determine interventions. We promote an environment that supports a differentiated instructional approach to meet the needs of all students. Teachers continually refine their skills to enhance higher order thinking, problem solving, critical thinking, and “hands-on” learning for all students. Professional development for all is a key component in our success.

Teachers at Hurricane Deck School have made a commitment to enhance student learning through the use of technology. Our fourth grade classrooms and a third grade classroom are e-MINTS (enhancing-Missouri's Instructional Networked Teaching Strategies). We encourage the inquiry-based method of learning by utilizing technological resources available in these classrooms. This includes one computer for every two students, a smart board, scanner, digital camera, and printer. The teachers have both a workstation for the



classroom and a laptop. The teachers in these classrooms commit to a two-year training program which includes the use of technology, how to integrate it into the curriculum, and how to adapt teaching methods to take advantage of the technology.

Every other classroom has a smart board and at least three computers for student use. A computer lab, staffed by a full-time computer lab educator is also utilized by the students on a daily basis.

Other examples of our enhanced learning culture includes Title I Reading for those students who need supplemental services. We also have students who participate in our district gifted program.

Other facets of our Professional Learning Community include interventions for those students who may struggle with the standard curriculum. Our student assistance team meets bi-monthly to discuss strategies to help these students. The team includes our school guidance counselor, intervention specialist teacher, reading recovery teacher, selected teachers, and principal.





## *Involvement is Key!*



Hurricane Deck Elementary has a strong parent and community involvement program. The Volunteers in Public Schools (VIPS) program coordinates volunteers that provide additional learning opportunities for the students and assistance for teachers throughout the district. In addition, the PTO is extremely active and continually supports the students and teachers. In recent years, they have helped fund the acquisition of Smart Boards, playground equipment, a beautiful new school sign, and numerous other projects. The PTO hosts activities throughout the year, such as Dinner at the Deck, a Silent Auction, the annual Spring Carnival, and monthly meetings, which frequently include performances by students.

We believe family involvement is a critical piece of a child's education. Regular communication between teachers and parents is expected. Family involvement activities, planned by teachers and students, are held throughout the year, such as Math Nights, Poetry Readings, MAP nights, Family Reading Nights, etc.

We have a great partnership with many local agencies, businesses, churches, and clubs such as Lions, Elks, Rotary, Kiwanis, and American Legion who support our school program. The local fire department presents a "Risk Watch" program, in which the firemen come into our school and work with our children. Fantastic Fridays are after-school clubs, which meet monthly. They include the "Blooming Lakers Garden Club" in which a local garden club has partnered with the school to learn about nature, landscaping, and general knowledge of the plant world. The "4-H Club", sponsored by University Extension, studies everything from cooking to rocketry. Other Friday Clubs range from computers to sign language. In addition, a "Steppin' It Up" mileage club is held three days per week during the noon recess with the purpose of promoting better physical health by developing a habit of a regular walking routine. Our school counselor leads a service learning club in which our older students actually go out and help with community projects.



Our after school program, called Project PASS, has a very strong academic focus in which students receive additional help from certified teachers from 3:10-5:30, Monday through Thursday. We also have a Monday through Friday before-school program called Morning Maneuvers which focuses on problem solving and critical thinking skills.

The character education program has become a very important part of our school culture. We strive to model and teach particular traits that we believe are important for all children - Responsibility, Trustworthiness, Respect, Caring, Citizenship, and Fairness. These traits will help our students become “Kids of Character.”



Every morning our students recite our character pledge. An important part of our pledge is

*“If it is to be, it is up to me!”*

### Hurricane Deck Elementary Principal Shawn Dandoy



**Education:**

B.A.	University of Pittsburgh
B.S. in Education	Missouri State University Springfield, Missouri
M.S. in Education Educational Administration	University of Missouri Columbia, Missouri
Ed. S. in Education, Superintendent	Northwest Missouri State University Maryville, Missouri

**Experience:**

5 years  
Social Studies Teacher  
Shelby County R-IV  
Clarence Junior High

**Elementary Administration:**

2 years Clinton County R-III Middle School Principal  
9 years Shelby County R-IV Elementary Principal  
2008 - present Elementary Principal, Hurricane Deck



*Welcome to Osage Beach Elementary School  
Located in the Heart of Osage Beach, Missouri*

### **District Mission**

To create a learning community that maximizes each individual's performance for future success.

### **Strategic Goal Areas**

#### **Student Performance**

Develop and enhance quality educational/instructional programs to improve performance and enable students to meet their personal, academic, and career goals.

#### **Facilities/Support/Instructional Resources**

Provide and maintain appropriate instructional resources, support services, and functional and safe facilities.

#### **High Quality Staff**

Attract, recruit, develop, and retain highly qualified staff to carry out the LEA (local educational agency)/District mission, goals, and objectives.

#### **Parent and Community Development**

Promote, facilitate, and enhance parent, student, and community involvement in LEA/District educational programs.

#### **Effective Governance**

Govern the LEA/District in an efficient and effective manner providing leadership and representation to benefit the students, staff, and patrons of the district.

### **Collective Commitments**

(Based on the work of Robert Marzano and colleagues)

**Guaranteed and Viable Curriculum**  
**Challenging Goals and Effective Feedback**  
**Parent and Community Involvement**  
**Safe and Orderly Environment**  
**Collegiality and Professionalism**

### **Objectives**

- Educators will improve student learning through the implementation of research-based strategies.
- The Camdenton R-III School District will improve student performance in the area of communication arts.
- The Camdenton R-III School District will improve student performance in the area of mathematics.
- Through the budgeting process, place an emphasis on instructional support positions, instructional resources, and library resources.
- Professional development will align with research-based instructional strategies.
- Develop a facilities improvement plan focused on student learning.
- Create, promote, and maintain positive school and community relationships.
- Through effective leadership, the Camdenton R-III School District will promote a positive, collaborative, and caring learning environment.

# Blue Ribbon and Gold Star Winner

## COMMUNICATION ARTS

A balanced approach to Reading/Language Arts instruction includes experiences with reading, writing, listening, and speaking. Reading/Language Arts instruction begins early in life. Providing a good language foundation is crucial to creating interest in literature. Teachers support this interest through basic instruction as well as enrichment opportunities.

## MATHEMATICS

Osage Beach Elementary provides a rigorous, high-quality mathematics curriculum that will enable their students to function effectively in the 21st Century. Curriculum is aligned with the Missouri Show-Me Standards, Grade Level Expectations, and recommendations from the National Council of Mathematics Teachers. The goal at Osage Beach Elementary is for our students to become effective problem solvers equipped with critical thinking skills. Students learn mathematics with understanding, actively building new knowledge from experience and prior knowledge.



## SCIENCE

Developing the scientific process skills of observing, classifying, comparing, measuring, predicting, communicating, analyzing, interpreting, and inferring are the basics of the science program. The curriculum encourages the students to actively engage in the scientific process. They participate in exploration and experimentation. Science kits, demonstration videos, smartboards, and overheads are teaching tools utilized to cover the concepts.

## SOCIAL STUDIES

Lessons in social studies emphasize geography, culture, and history. Teachers bring to life the knowledge, skills, and democratic values that students need to participate successfully in a diverse society. At Osage Beach Elementary, we feel that it is our job to prepare our students to be responsible and productive citizens in our nation's modern economy. The core disciplines of our social studies program are history, geography, government, and economics. All students develop the necessary life skills such as map reading, graph manipulation, and data organizing to deal with the world of information.





The Fine Arts encourage experimentation, nurture creativity, and develop powers of discrimination and evaluation of an aesthetic sensitivity to life's experiences. The Physical Education Curriculum accommodates the needs and developmental levels of all students through acquiring knowledge and skills that will contribute to a healthy lifestyle.

**Osage Beach Elementary is:**

***A 2005 NATIONAL U.S. DEPARTMENT OF  
EDUCATION NCLB BLUE RIBBON AWARD WINNING  
SCHOOL FOR ACADEMIC EXCELLENCE***

***A 2005 MISSOURI GOLD STAR SCHOOL  
FOR BEING IN THE TOP 10 PERCENT  
IN READING AND MATHEMATICS  
ON STATE MAP TESTING***



The Osage Beach Elementary faculty and staff continuously rise to the challenge of making certain all students reach their academic potential. Grade and/or course acceleration can be used when our students demonstrate the mastery of objectives' and meet district requirements. Our highest priority is to ensure that all students are rigorously challenged academically to reach their full potential. Using acceleration is one method used to ensure rigor and to be certain the needs of each student are being met.



# Strong Support



The combination of technologies integrated among the library, computer lab, and the classroom provide many opportunities for teachers and students, including Internet access. The computers allow for practice of mastery of skills, researching skills, problem solving, creative writing, and publishing. Teachers are able to use the technological resources to integrate curriculum and student projects.

## SCHOOL AND COMMUNITY UNITE

### Strong and Supportive PTO

- Book Fairs
- Chili Supper
- Carnival Fun Nights
- Walk 2 Learn

### Student Involvement

- |                  |          |
|------------------|----------|
| Character Counts | Orf Club |
| Reading Week     | Art Club |
| PASS Afterschool | SLICK    |
| Academic Clubs   |          |



### Parent Activity Nights

- Health Nights
- Math Nights
- Communication Arts Nights



### Active Volunteer Program

- Supports our educational services
- Provides help to our teachers and students



## Osage Beach Elementary Principal Renee Slack

### Education:

- |                                     |  |
|-------------------------------------|--|
| B.S. in Elementary Education        | Lincoln University<br>Jefferson City, Missouri |
| Middle School Science Certification | Lincoln University<br>Jefferson City, Missouri |
| M.S. in Administration              | Lincoln University<br>Jefferson City, Missouri |

### Experience:

- 18 years in Education:
- Parents as Teachers Educator
- First Grade Teacher
- Second Grade Teacher
- Fifth Grade Teacher
- Sixth Grade Teacher

### Accomplishments:

- Nominated Teacher of the Year:**  
Camdenton R-III and School of the Osage
- Wal-Mart Teacher of the Year**
- Who's Who Among American Educators**

### Administrative Experience:

- 1 year Miller County R-III, Assistant Principal
- 1 year Dogwood Elementary, Assistant Principal
- 2008 - present Osage Beach Elementary, Principal

# Administrative Staff

## Central Office

Maurice Overlander, Ed.D. . . . .346-9213  
*Superintendent*  
Roma Lee France . . . . .346-9218  
*Assistant Superintendent*  
Tim Hadfield . . . . .346-9208  
*Assistant Superintendent*  
Brian Henry, Ed.D . . . . .317-3467  
*Assistant Superintendent*

## Camdenton High School

Brett Thompson. . . . .346-9232  
*Principal*  
Paula Brown . . . . .346-9230  
*Assistant Principal*  
Larry Lewis . . . . .346-9204  
*Assistant Principal*  
Jeff Whitney . . . . .346-9231  
*Assistant Principal/Activities Director*

## Camdenton Middle School

Sean Kirksey . . . . .346-9250  
*Principal*  
Joel Carey . . . . .346-9262  
*Assistant Principal*

## Dogwood Elementary

Melissa Salsman . . . . .346-9239  
*Principal*  
Laura O'Quinn . . . . .346-9241  
*Assistant Principal*

## Hawthorn Elementary

Todd Shockley . . . . .317-3450  
*Principal*  
Stacey Goodwin . . . . .317-3450  
*Assistant Principal*

## Hurricane Deck Elementary

Shawn Dandoy . . . . .374-5369  
*Principal*

## Lake Career and Technical Center

Gail White, Ed.D. . . . .346-9272  
*Director*  
Joe Schwandt . . . . .346-9273  
*Assistant Director*

## Oak Ridge Intermediate

Terry Jacob . . . . .346-9280  
*Principal*  
Christy Page . . . . .346-9280  
*Assistant Principal*

## Osage Beach Elementary

Reneé Slack . . . . .348-2461  
*Principal*

## Guidance and Counseling

Camdenton High School . . . . .346-9255  
Camdenton Middle School . . . . .346-9256  
Dogwood Elementary . . . . .346-9239  
Hawthorn Elementary . . . . .317-3453  
Horizons Laker Educational Center . . . .346-6336  
Hurricane Deck Elementary . . . . .374-5369  
Lake Career & Technical Center . . . . .346-9277  
Oak Ridge Intermediate . . . . .346-9281  
Osage Beach Elementary . . . . .348-2461

## Health Services

Camdenton High School . . . . .346-9209  
Camdenton Middle School . . . . .346-9259  
Dogwood Elementary . . . . .346-9248  
Hawthorn Elementary . . . . .317-3454  
Hurricane Deck Elementary . . . . .374-5369  
Oak Ridge Intermediate . . . . .346-9285  
Osage Beach Elementary . . . . .348-2461

## Interventions Department

Kristy Kindwall, Ed.D. . . . .346-9245  
*Director*  
Susan Buckingham . . . . .346-9246  
*Assistant Director*

## Gifted Education Department

Stacey Goodwin . . . . .317-3450  
*Coordinator*

## Juvenile Justice Center

Jeffrey Knight . . . . .317-0099  
*Educator*

## Parents as Teachers

Stephanie Basham . . . . .346-9267  
*Coordinator*

## Project PASS and After School Services

Sherry Comer . . . . .346-9233  
*Director*



**Maintenance - Buildings - Grounds - Custodians**

Kerry Dickemann .....346-9265  
*Director*

**Technology**

Randal Cowen .....346-9214  
*Network Administrator*



**Transportation**

Gary Cuendet .....346-9282  
*Director*

**Volunteer/Community Relations**

Joi Dickemann .....346-9243  
*Coordinator*

**Faculty and Staff**

4 Doctorate Degree  
 14 Specialist Degree  
 209 Masters Degree  
 140 Bachelor Degree

Administrators .....23  
 Art Education .....7  
 Counselors .....15  
 Drama .....2  
 Librarians .....5  
 Music .....10  
 Physical Education .....12  
 Speech Pathologist .....4  
 Technology Department .....7  
 Custodians .....44  
 Food Service .....36  
 Gifted .....5  
 Health Services .....10  
 Horizons .....8  
 Interventionists .....37  
 Juvenile Justice .....1  
 Lake Career & Technical Center .....17  
 Maintenance .....13  
 Paraprofessionals .....58  
 Parents as Teachers .....8  
 Reading Recovery .....8  
 Secretaries .....46  
 Security Officers .....3  
 Transportation .....62  
 Other .....4

# Much More than a Lake



Welcome to our oasis - the 1,300-mile stretch of shoreline we call home. The natural beauty and friendly atmosphere of the Lake of the Ozarks is enchanting to our visitors and inviting enough for many to vacation here year after year. However, the Lake of the Ozarks is much more than simply a tourist, retirement, and second home destination.

The lake area offers a comprehensive educational system that spans from the early years of Parents as Teachers through Master's Degree, Specialist's Degree, and Adult Education. The lake has much more to offer than the obvious pleasures of golf, tennis, fishing, hunting, parks, pools, and of course, skiing, wakeboarding, and swimming. We also offer professional and family amenities. Excellent business opportunities proliferate in our area as locally owned small businesses

sit next to national chains such as Target, Wal-Mart, Lowe's and Home Depot. Additionally, the Lake area hosts a vibrant YMCA. A fringe benefit of area economic growth is steady employment along with a strong local economy.

The Lake area offers a wide variety of housing choices. Lakefront, lake view, and in-town homes take the form of apartments, condos, town homes, and single-family houses. All price ranges are represented as well as the opportunity to construct your dream home with one of the many reputable local builders. Whether you are seeking a kid-filled neighborhood or secluded acreage, it is all available within our district.

Accessible and affordable health care is another bonus to living in the Lake area. Lake Regional Health System (LRHS) and the Surgical Institute of the Lake of the Ozarks (SILO) provide top quality medical and surgical care. LRHS proudly offers a Cardiac program and a Cancer Care Center. SILO offers convenient and affordable out-patient surgical care, both by area physicians. Our physicians and health care workers are highly trained and are key leaders in our growing community.



Socially the Camdenton, Osage Beach, Sunrise Beach, and Linn Creek areas are fantastic places to not only raise a family, but also to make lifelong friends. Shopping and dining establishments dot the highways and waterways as you cruise our byways, as well as, churches, service organizations, and social clubs. We are situated in a central location to other major cities such as St. Louis, Kansas City, Springfield, and Columbia.

*Camdenton R-III School District*  
*Lake of the Ozarks*