



Fremont County School District #2

Dubois K-12 School | PO Box 188 | Dubois, WY 82513 | Phone: 307-455-5545 | Fax: 307-455-2178

Gooooooooo Ramssssssss!!!!

STRATEGIC PLAN

Creating a community of motivated, responsible learners.

2026 -2030

OVERVIEW

As Fremont County School District #2 (FCSD#2) evaluates the strategic plan from the period of [2022-2025](#), it recognizes the significant moment confronting our community and the domain of public education. This reflection reinforces FCSD#2's commitment to the implementation of a comprehensive strategic plan for the upcoming five (5) years to continue in the pursuit for educational excellence. By establishing clear operational guidelines, this commitment through the strategic plan for 2026-2030 aims to create a structured framework that will improve the quality of education by fostering a supportive environment for students, educators, and the community.

It will ensure that all stakeholders are in alignment with the district's vision and objectives, promoting a collaborative atmosphere that emphasizes student success and academic achievement. In addition to delineating specific goals and strategies, this plan will also offer a roadmap for ongoing improvement and accountability within the educational system. By regularly evaluating progress and implementing necessary modifications, the district seeks to remain attuned to the changing needs of the community and the challenges encountered in public education. This strategic plan will be instrumental in guiding the district's decisions, establishing priorities, and effectively allocating resources. It will ensure that all stakeholders are aligned with the district's vision and objectives, fostering a collaborative environment that prioritizes student success and academic achievement. Utilizing a cooperative approach will assist in identifying the most urgent needs and aspirations of students, parents, and educators alike. By emphasizing transparency and inclusivity, the district aims to cultivate a shared sense of purpose that unites all stakeholders in the pursuit of educational excellence. The strategic plan is crafted to function as a roadmap for the school system over the next five years, influencing key decisions and establishing priorities that resonate with the district's vision.

This will direct the distribution of resources and the operational strategies required to address the changing needs of our students and the community. By concentrating on strategic initiatives, the district seeks to guarantee that every student has access to high-quality educational opportunities that equip them for future success. In this collaborative endeavor, the district welcomes contributions from all stakeholders, including parents, teachers, and community members, to ensure that the plan embodies the varied needs and aspirations of our community. Through the promotion of open dialogue, the district intends to establish a robust foundation for educational progress and innovation. This strategic plan delineates the objectives for the upcoming years while also highlighting the significance of consensus and collective responsibility in realizing these goals, ultimately paving the way for a brighter future for all Dubois students.



WYOMING Profile of a Graduate

LEARN

A Wyoming Graduate will...

Demonstrate foundational knowledge and skills in academic content areas, including technical reading and writing.

Transfer knowledge and skills across content areas.

Apply knowledge and skills to life's challenges and opportunities using problem solving and critical thinking.

Possess strong verbal and written communication skills appropriate to various audiences, purposes, and formats.

Have the ability to identify and access credible sources.

Plan and manage multi-step projects.

To accomplish this, students must:
Possess a mindset where failure is recognized as an opportunity for growth.

Hold a curiosity that leads to discovery and action.

Have an internal sense of initiative, responsibility, and accountability.

WORK

A Wyoming Graduate will...

Explore career options and work environments to achieve their goals.

Develop workplace communication skills, including giving and receiving constructive criticism, asking for help, and maintaining professionalism.

Develop leadership skills, including the identification of personal strengths and weaknesses.

Collaborate and work with various people to accomplish a variety of tasks.

Successfully complete employment applications and mock interviews.

Have knowledge of entry wages and benefits and career advancement.

To accomplish this, students must:
Demonstrate persistence, resilience, initiative, and adaptability.

Have strong interpersonal relationships.

Be able to access workplace resources.

Produce a quality work product that meets, or exceeds, expectations.

CONTRIBUTE

A Wyoming Graduate will...

Understand how our governing structures operate and how to be involved in the process.

Know how to access community resources, both private and public.

Engage appropriately in civil discourse across a variety of cultures and beliefs.

Discern the credibility of information and content from a variety of sources to become a knowledgeable and engaged citizen.

Seek opportunities to contribute to their school community, the greater community, state, and nation.

Understand both the rights and responsibilities of citizenship.

To accomplish this, students must:
Collaborate with others.

Be open to service and volunteerism.

Be respectful of the perspectives and rights of other individuals and cultures.

THRIVE

A Wyoming Graduate will...

Demonstrate basic living skills.

Possess skills in personal finance including understanding of compensation, cost of living, budgets, credit/loans, taxes, housing costs, savings, insurance.

Possess strategies for selfcare, including physical and mental well-being, and knowhow to access medical/mental health services.

Build and maintain healthy relationships.

To accomplish this, students must:
Be dedicated to personal growth.

Have self-awareness and be an advocate for themselves.

Posses the ability to identify and solve life problems.

Think from different perspectives - independently, globally, collaboratively, and critically.

Be able to set goals, develop a plan, work toward it, and refine personal goals as necessary.

PROFILE OF A FREMONT COUNTY SCHOOL DISTRICT #2 GRADUATE

In accordance with the Wyoming State Board of Education (SBE), the Fremont County School District #2 (FCSD #2) students, staff, and community stakeholders will collaborate to fulfill the state's graduation standards as outlined in the Wyoming Profile of a Graduate. The objective is to utilize the state's Profile of a Graduate as a framework for developing the district's educational plan, prioritizing the achievement of these four fundamental areas: *learn, work, contribute, and thrive*.

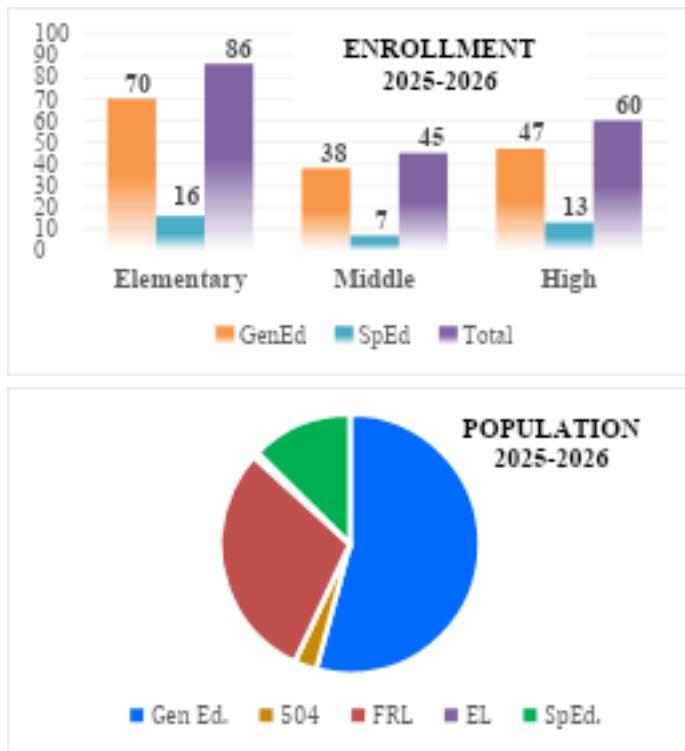
FCSD#2 graduates will:

LEARN	WORK	CONTRIBUTE	SUCCEED
<ul style="list-style-type: none"> - Exhibit essential knowledge and skills in academic disciplines, including technical reading and writing, while effectively transferring these competencies across various subjects. - Utilize problem-solving and critical thinking to apply knowledge and skills to real-life challenges and opportunities. - Demonstrate strong verbal and written communication abilities tailored to diverse audiences, purposes, and formats, while effectively planning and managing multi-step projects. 	<ul style="list-style-type: none"> - Explore various career options and work environments to achieve your goals while developing strong communication skills, including giving and receiving feedback and maintaining professionalism. - Build leadership skills by identifying your strengths and weaknesses, and collaborate with diverse teams to complete various projects. - Prepare for job applications and practice interviews, while understanding starting salaries, benefits, and career advancement opportunities. 	<ul style="list-style-type: none"> - Learn how to navigate and participate in local governance and community processes. - Access and utilize both public and private community resources effectively. - Engage in respectful discussions across groups with differing beliefs while understanding citizenship rights and responsibilities. 	<ul style="list-style-type: none"> - Exhibit essential life skills, including personal finance management, budgeting, and understanding of credit, taxes, and insurance. - Implement self-care strategies for both physical and mental health, along with knowledge of accessing healthcare services. - Foster and sustain healthy interpersonal relationships.

FCSD #2 graduates will accomplish the following by:

LEARN	WORK	CONTRIBUTE	SUCCEED
<ul style="list-style-type: none"> - Utilizing failure as a chance to learn and grow. - Cultivating curiosity that inspires exploration and action. - Fostering a strong sense of initiative, responsibility, and accountability. 	<ul style="list-style-type: none"> - Exhibiting determination, adaptability, and a proactive approach. - Cultivating strong relationships with peers. - Accessing workplace resources to effectively deliver quality results. 	<ul style="list-style-type: none"> - Engaging in teamwork and collaboration. - Embracing opportunities for volunteering and service. - Showing respect for the viewpoints and perspectives of different individuals. 	<ul style="list-style-type: none"> - Committing to continuous personal development and self-advocacy. - Cultivating problem-solving skills and viewing issues from multiple perspectives. - Setting clear goals, creating actionable plans, and adjusting them as needed.

FCSD #2 DISTRICT DEMOGRAPHICS



OVERALL PERFORMANCE SUMMARY 2021:2022 – 2024:2025

		2024-2025	2023-2024	2022-2023	2021-2022
Dubois Elementary (K- 5)		Meeting Expectations	Exceeding Expectations	Partially Meeting Expectations	Meeting Expectations
Dubois Middle (6 - 8)		Exceeding Expectations	Partially Meeting Expectations	Partially Meeting Expectations	Not Meeting Expectations
Dubois High (9-12)		Partially Meeting Expectations	Partially Meeting Expectations	Meeting Expectations	Meeting Expectations

Information on [School Accountability Reports](#) and [School Performance Detail](#) have been linked.

WY-TOPP PROFICIENCY OVERVIEW 2021:2022 – 2024:2025

	2024-2025			2023-2024			2022-2023			2021-2022		
	ELA	MTH	SCI									
FCSD#2 GRADE 3	52.38%	61.90%		68.75%	56.25%		55.56%	55.56%		62.50%	87.50%	
STATE	53.10%	58.21%		52.42%	56.07%		48.25%	53.52%		47.89%	51.59%	
FCSD#2 GRADE 4	42.86%	71.43%	78.57%	50.00%	50.00%	>=80%	22.20%	50.00%	66.67%	66.67%	58.33%	66.67%
STATE	51.25%	57.37%	55.25%	49.67%	54.54%	52.03%	45.48%	51.10%	50.23%	47.42%	52.30%	49.61%
FCSD#2 GRADE 5	77.78%	55.56%		81.25%	68.75%		>=90%	71.4%		71.43%	78.57%	
STATE	57.76%	55.25%		54.56%	52.30%		54.87%	53.66%		57.04%	52.50%	

FCSD#2 GRADE 6	78.57%	>=90%	47.06%	64.71%	56.25%	56.25%	42.86%	>=80%
STATE	58.13%	50.23%	58.60%	52.72%	59.84%	51.48%	56.12%	51.53%
FCSD#2 GRADE 7	88.89%	61.11%	47.37%	36.84%	40.00%	<=10%	56.25%	31.25%
STATE	58.78%	50.07%	55.29%	48.14%	54.40%	49.08%	54.73%	47.34%
FCSD#2 GRADE 8	75.00%	56.25%	31.25%	50.00%	20.00%	20.00%	80.00%	46.67%
STATE	61.43%	49.77%	49.25%	56.86%	49.55%	45.71%	59.75%	49.59%
FCSD#2 GRADE 9	64.29%	<=10%		64.71%	29.41%		66.67%	33.33%
STATE	54.73%	43.17%		50.61%	41.66%		52.60%	40.98%
FCSD#2 GRADE 10	69.23%	30.77%	46.15%	66.67%	27.78%	44.44%	64.29%	35.71%
STATE	50.38%	43.20%	49.25%	48.98%	41.54%	46.44%	53.66%	43.73%
							46.56%	46.29%
							51.57%	61.54%
							41.58%	53.85%
								46.47%

Results were suppressed for districts with less than 10 students tested, and are capped at low or high values (e.g. <= 5%, <= 10%, >= 90%, >= 95%)
Information on [School Accountability Reports](#), [School Performance Detail](#), [WY-TOPP](#) and [WY-ALT](#), [State Aggregated Proficiency Data](#), are linked.

MISSION

Every Day Counts: Educate, Engage, Empower.

GOALS

1. Cultivate a culture where students are equipped, accountable, and actively involved in shaping their futures.
2. Enhance community involvement, promote transparency, and build trust to create a brighter future for every student.
3. Utilize our small-town and its charm, while striving to connect students with the broader world through meaningful, experiential learning experiences.



OBJECTIVES

1. Encourage active participation from parents, stakeholders, and the community in the educational process.
2. Leverage the community's resources to instill values of responsibility, accountability, and a strong work ethic.
3. Facilitate growth through collaborative learning, peer mentoring, and continuous teacher development.
4. Build community partnerships to enhance students' learning opportunities that enriches their education.

5. Use the strength of the community's location, natural resources, and environment to promote values of responsibility, respect, a strong work ethic, and success that extends beyond K-12 education.

STRATEGIES

Objective I: Encourage Active Participation from Parents, Stakeholders, and the Community in the Educational Process.

We will achieve this by:

- Improving communication through regular newsletters, text alerts, social media updates, and town halls.
- Two-way communication channels for feedback and suggestions, and flexible engagement options.
- Creating structured opportunities for participation, engagement, and involvement.
- Parent advisory councils, community forums, and provide varied meeting times.
- Volunteer programs tied to classroom and extracurricular needs.

Objective I Outcome:

Families and stakeholders are acknowledged, informed, and engaged in the success of students.

Objective II: Leverage Community Resources to Instill Responsibility, Accountability, and Work Ethic.

We will achieve this by:

- Integrating real-world experiences into the learning process through guest speakers from local businesses and organizations relevant to students' interests in college, careers, trades, and military service.
- Organizing career and volunteer days, along with work-based learning opportunities and job-shadowing programs.
- Implementing student-led community service projects that align with curriculum objectives, emphasizing problem and project-based learning.
- Acknowledging and celebrating contributions from the community while pairing students with mentors who exemplify strong work ethics.
- Establishing connections between students and community resources to enhance practical learning and professional development.

Objective II Outcome:

Students recognize the importance of education in relation to life, employment, and civic duties.

Objective III: Facilitate Innovation and Tenacity through Collaboration and Continuous Growth.

We will achieve this by:

- Fostering collaborative learning environments through problem and project-based learning initiatives and interdisciplinary teams.
- Promoting student and teacher collaboration across different grade levels and implement peer mentoring programs for teachers and students.
- Establishing teacher instructional coaching initiatives for educators and implement tutoring and leadership opportunities for students.
- Supporting ongoing professional development through Professional Learning Communities (PLCs) and innovative coaching workshops.
- Cultivating a culture of perseverance that encourages reflective thinking, a growth mindset, and exploration among both staff and students.

Objective III Outcome:

An adaptive and innovative educational environment that values ongoing development and enhancement.

Objective IV: Build Community Partnerships to Enrich Learning Opportunities.

We will achieve this by:

- Establishing formal collaborations with local businesses, educational institutions, nonprofits, and cultural organizations.
- Providing expanded learning opportunities through work-based learning internships, apprenticeships, and dual-credit courses.
- Implementing after-school and summer enrichment programs to offer comprehensive support services.
- Facilitating resource sharing by utilizing community resources and expertise to enhance educational curricula.
- Ensuring mutual benefits by aligning partnerships with community needs while fostering student learning.

Objective IV Outcome:

Students engage in authentic real-world learning opportunities beyond the traditional classroom setting.

Objective V: Use Community Location, Natural Resources, and Environment to Promote Students Lifelong Success.

We will achieve this by:

- Incorporating local history, geography, resources and environmental studies into our educational curricula.
- Promoting outdoor and experiential learning through work-based learning, field studies, environmental stewardship initiatives, and outdoor classrooms.
- Developing career pathways aligned with Wyoming State Department of Education, local strengths in areas such as conservation, agriculture, technology, healthcare, tourism, and industry-specific programs.
- Fostering a lifelong learning mindset by teaching essential skills like adaptability, responsibility, respect, and problem-solving applicable beyond K-12 education.
- Encouraging community engagement and collaboration to enhance students' educational outcomes and community experience.

Objective V Outcome:

Students develop pride in their community and skills that support long-term success.

Summary

In order to achieve these five objectives, it is crucial to promote intentional collaboration, sustain continuous communication, and develop a shared vision among all stakeholders. Fremont County School District #2 seeks to transform the community's role from that of supporters to active partners, thus improving the educational experience for our students. This collaboration is intended to render our students' education more significant and pertinent while also sustainable over the long term. By involving the community in this manner, we can establish a strong support network that enhances our learning environment, guaranteeing that students obtain an education that is profoundly linked to their lives and future ambitions.

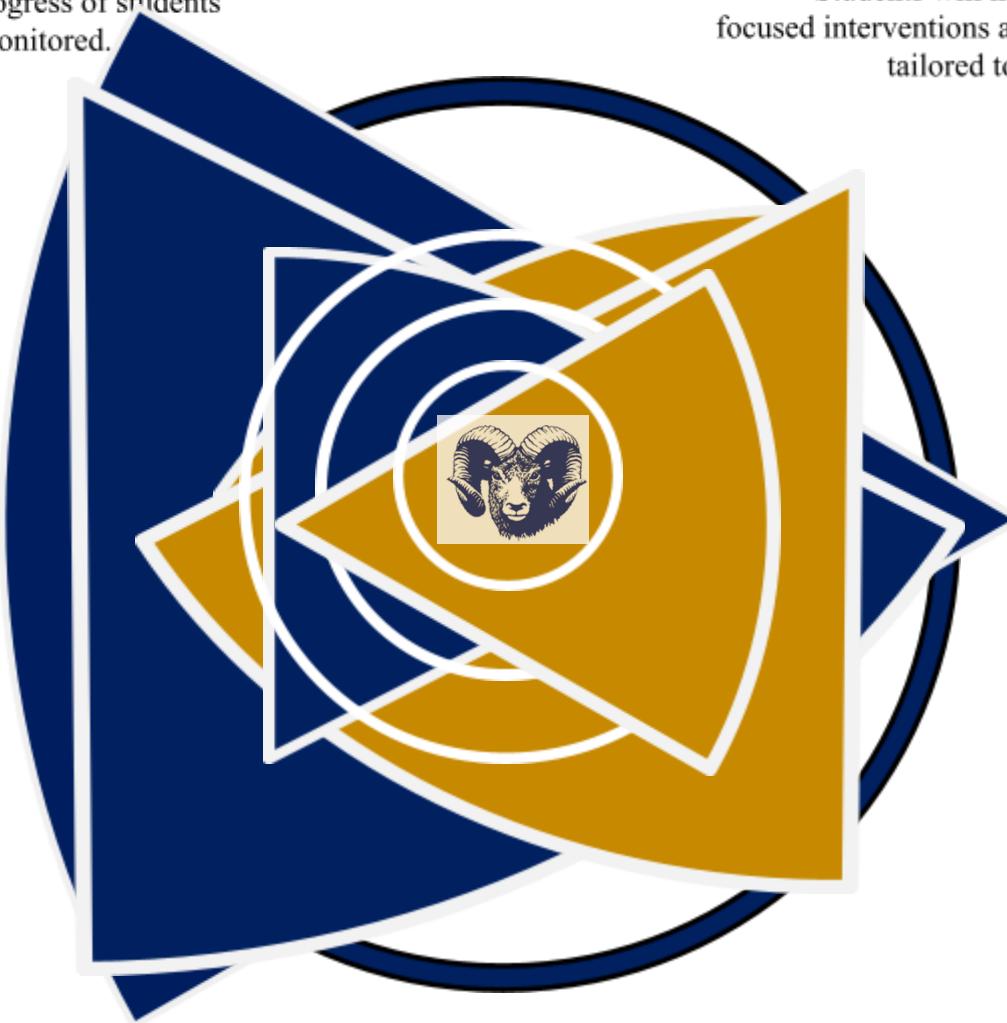
ASSESSMENT & MEASUREMENT

Progress Monitoring

The academic progress of students will be closely monitored.

Intervention

Students will have access to focused interventions and resources tailored to their needs.



Communication

Teachers will maintain ongoing communication with students and their parents regarding their progress.

Support

Educators will be supported through Professional Learning Communities (PLCs), Instructional Coaches, and support through PLCs, and opportunities for professional development.

EDUCATIONAL STAKEHOLDERS TRAINING & SUPPORT

AREAS

- Problem/Project based learning.
- Interventions and assessments.
- Social-emotional supports.
- Measuring goals and objectives.
- Positive Behavior

TEACHERS

AREAS

- Problem/Project based learning.
- Academic expectations.
- Technology and academic integrity training.
- Social-emotional supports.
- Positive Behavior Intervention and Supports.

STUDENTS

AREAS

- Problem/project based learning.
- Academic expectations.
- Technology and academic integrity training.
- Social-emotional supports.
- Community supports and

AREAS

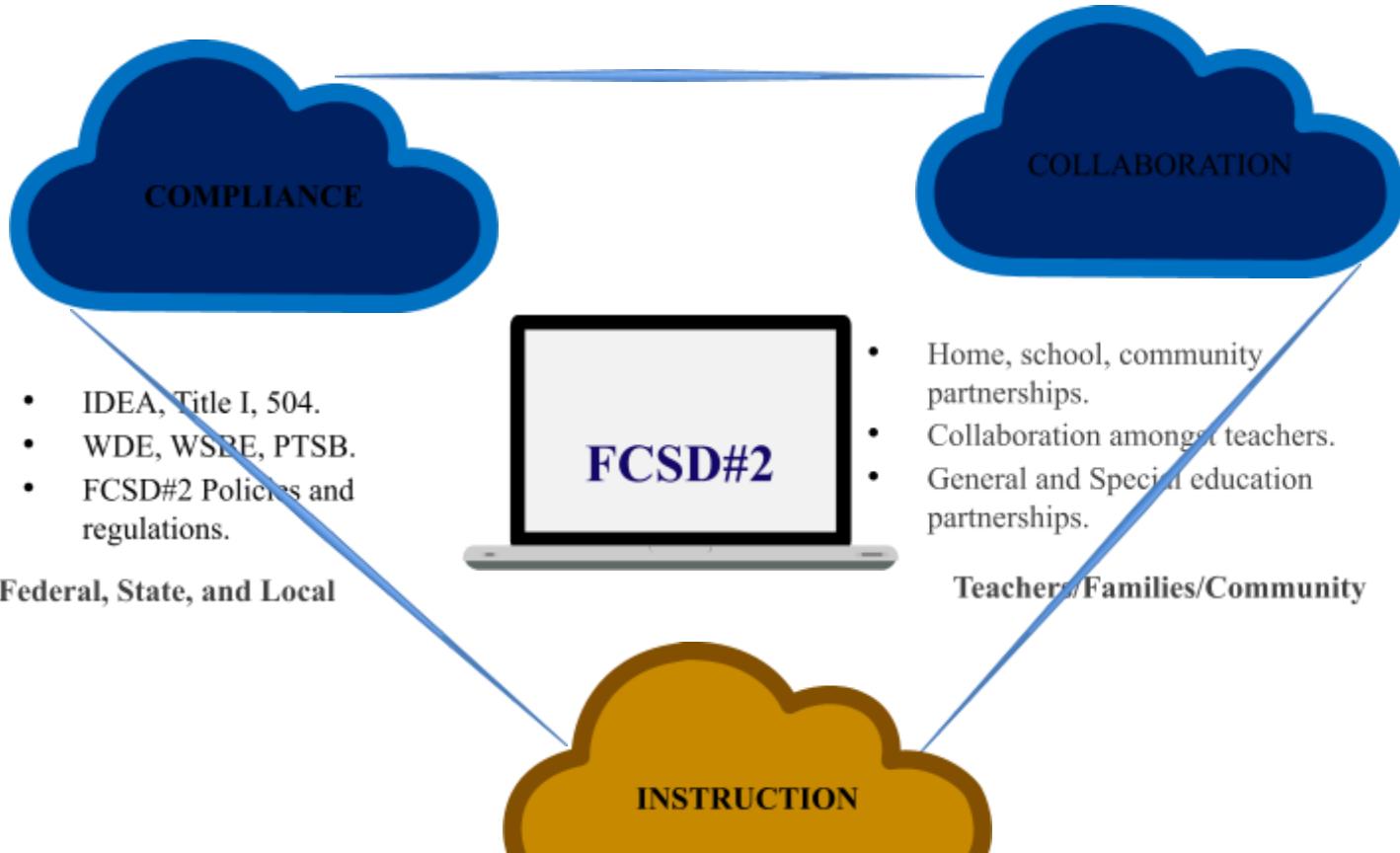
- Academic expectations.
- Technology and academic integrity training.
- Social-emotional supports.
- Community supports and service.



INSTRUCTIONAL ALIGNMENT & PRACTICE

In Fremont County School District #2, instructional alignment and practice will be coordinated with state standards, thereby establishing a thorough educational framework that includes the Profile of a Graduate from the Wyoming State Board of Education. This alignment will also incorporate the principles of Problem-Based Learning and Work-Based Learning as specified by the Wyoming Department of Education, promoting an atmosphere that nurtures critical thinking and the practical application of knowledge.

Moreover, compliance with the educational standards set forth by the Wyoming Professional Teaching Standards Board will steer the development and execution of teaching methodologies, ensuring that educators are prepared to provide high-quality instruction that addresses the varied needs of all students.



- Curriculum design.
- Lesson and assessment framework.
- Select materials, resources, and intentional scheduling.

Instructional Planning

- Classroom and teaching strategies.
- Lesson implementation.
- Instructional support and coaching.

Instructional Practice

This all-encompassing strategy seeks to develop a unified educational experience that meets regulatory requirements and prepares students for success in their future endeavors. This framework emphasizes crucial skills such as collaboration among peers, involvement of parents, and support from the community. The integration of these standards is designed to establish a unified educational experience that promotes critical thinking and teamwork among students.

By aligning instructional methods with these guidelines, educators can ensure that students are prepared for future challenges. Ultimately, this approach is intended to improve academic performance while also cultivating a supportive learning environment. The emphasis on teacher, parent, and community collaboration and problem-solving will provide students with the essential tools to excel in their educational journeys and beyond.

FCSD #2 STAFF, LEADERSHIP, PARENTS, & COMMUNITY

At the start of the 2025-2026 academic year, the leadership at Fremont County School District #2 (FCSD#2) identified three key priorities for the learning community:

- Enhancing math education and high school performance.
- Improving the overall school culture and climate across the district.
- Advancing the implementation of social-emotional learning and mental health resources.

These priorities demonstrate a dedication to enriching the educational experience for students in Fremont County School District #2. By concentrating on these areas, it is our goal to equip students with a comprehensive education, cultivate a supportive learning environment, and provide vital resources for emotional resilience and mental health.

The 2021-22 academic year revealed a decline in mathematics proficiency scores across all grade levels and student demographics, with high school students facing the most significant decline. This trend underscored the urgent need for targeted interventions in math education, prompting FCSD#2 to prioritize this area alongside mental health and social-emotional learning.

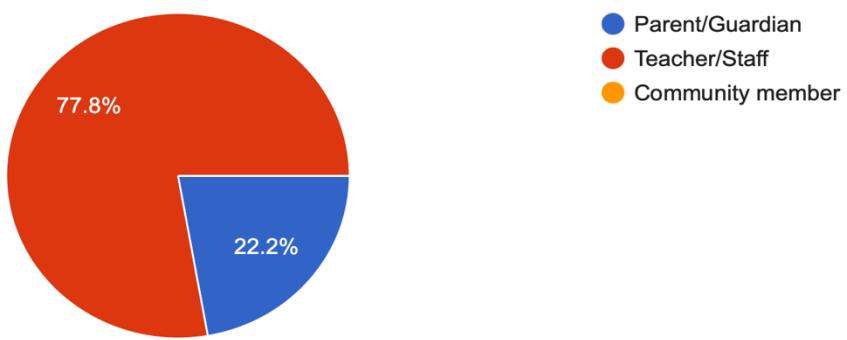
Recognizing the profound influence of these factors on students' overall growth, academic success, and future opportunities, FCSD#2 is committed to ensuring all students, families, and staff are afforded a safe and welcoming environment. It is the intent of FCSD#2 to create inclusive, responsive learning spaces where students and educational stakeholders are valued. The district also seeks to reduce chronic absenteeism, particularly among high school students, while striving to enhance educational outcomes across all subjects, with a specific emphasis on mathematics. The focus areas of accelerating achievement in mathematics, improving culture and climate, and enhancing social-emotional learning and mental health will guide the district's efforts in achieving these goals.

Parents, staff, and community stakeholders shared their views on the district's current performance and future goals which is summarized below.

INFORMATION FROM SURVEY

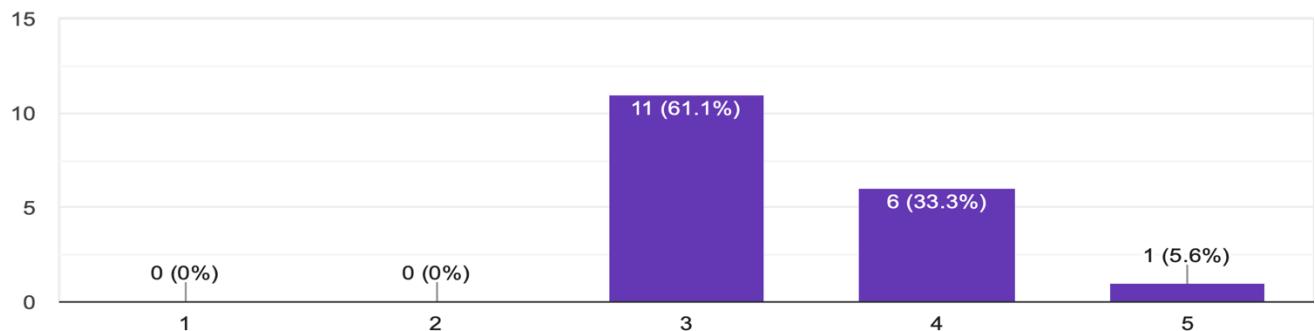
Please identify your relationship to FCSD#2.

18 responses



From a scale of 1 to 5, how well do you believe the district prepares students for college, careers, trades, or service? Life beyond K-12.

18 responses



What are three top priorities the district should focus on in the next 3-5 years?

18 responses

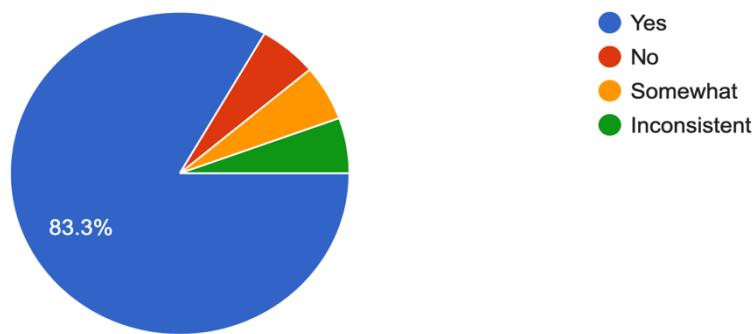
- High School Rigor/ engagement, intervention, obtaining and retaining qualified staff and substitutes through staff observations/ action plans and sub recruitment
- 1. Teacher Pay Raises 2. Reading, Writing and Math 3. Choices for students to play sports or do drama or robotics
- consequences and apathy
- Academic support for gifted and talented students, wider variety of athletic & activity opportunities
- 1. I think that as a district we need to focus on intentional PD. We need to choose and focus on a single goal at a time in PD and work on it until we have a good grasp. I think this is NOT a one-size-fits-all, and different schools and different roles will need different things. 2. I think that the elementary needs to focus on intervention. We need to have alignment with each other in this aspect (across grade levels as well as with Title 1) I think we could utilize LEXIA in all of k-5 and be very intentional with our intervention in this way. It would help with enrichment as well as students who need

additional support. I also think that this means we need to have a full-time designated Interventionist. I also think that K-2 needs to have some sort of push in/para support to support our reading times. 3. I think that we still need to improve to have clear and concise communication as a district.

- Student engagement, workforce and college readiness
- WBL, mathematics and reading development, cognitive apprenticeship, situated apprenticeship
- 1. Strong foundations in literacy and math. 2. Safe and supportive culture. 3. Purposeful learning experience/High-quality instruction.
- SECOND LANGUAGE! Spanish is obviously a need, different sports options, more AP classes
- 1. Provide meaningful, relevant, individualized PD (per needs of team or staff member) to ensure quality professional growth. 2. Support teacher well-being to avoid burnout, therefore maintaining positive school climate and motivation to excel professionally. 3. Plan for growth of the community and school enrollment along with the need for substitute coverage
- calm the chaos. get rid of the superintendent position. stop the rapid changes
- Intervention and Enrichment opportunities for our kids.
- Positive work environment, support for staff/students, safety and the well-being of our students/staff.
- Student Success, Staff support and Safe Learning Environments' whole school behavior plan, School math and reading interventions, Science of Reading for PreK-3rd
- culture, moral, student apathy
- Budget , Grad Expectations , Developing PLC'S to State Standards . Also, a good yearly calendar .
- Training for staff who are new (within the last 3 years) since they did not get training or mentoring to be successful / Inclusion for ALL staff (not just the Gen Ed teachers) / Spotlighting the "under the radar" jobs to increase awareness of what each position does.

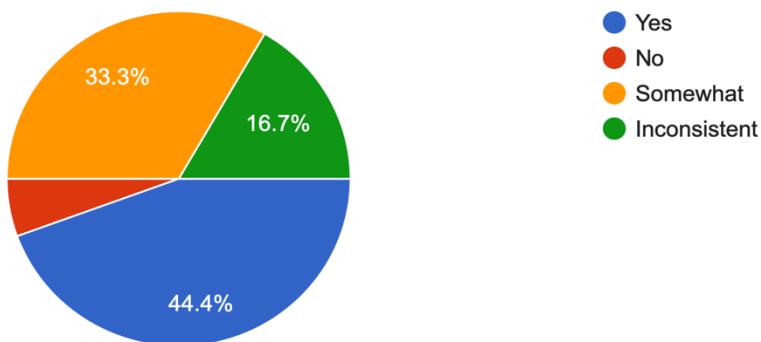
Do you feel supported by current teachers/staff?

18 responses



Do you feel supported by current administration/supervisors?

18 responses



What are two of the biggest opportunities for growth in FCSD#2? 15 responses

- High school rigor/ engagement and career exploration opportunities- see other schools, places, and jobs.
- Pay raises for teachers,
- School Spirit and culture are not as active as they used to be especially at sporting events
- Improving our K-5 intervention, an intervention program (Lexia, for all K-5), and having designated interventionists for K-5 throughout the day.
- Student engagement, trades training
- Cognitive Apprenticeship and Situated Apprenticeship
- 1. Professional learning that is teacher-driven. PD that is directly connected to classroom learning. We are not a one-size-fits-all. Everyone needs something different. 2. Intervention Systems- Making sure that there are staff and programs in place to target reading and math intervention at any point. (Lexia)
- STEM/STEAM learning, career connected pathways
- We have a great staff, but they don't feel appreciated. We can do better with that.
- allow the dust to settle. the new administration doesn't understand small schools or wyoming. allow the principal too actually do their job for once
- We need consistency and follow through. We all need to be on the same page with clear, transparent communication so we all have the same expectations.
- Strengthening student support and Family and Community Engagement.
- culture and moral as a whole. Staff and students. Teacher work loads.
- Graduation standards being met , and PLC's
- Expanding activities that are not sports. Many students are not sports minded but have a strong interest in other things. We need to expand to gather ALL students in something they love. We are at the end of the street and can sometimes become an island. We should be sure to continue putting FCSD2 "on the front page" for the good stuff.

What do you expect from your school?

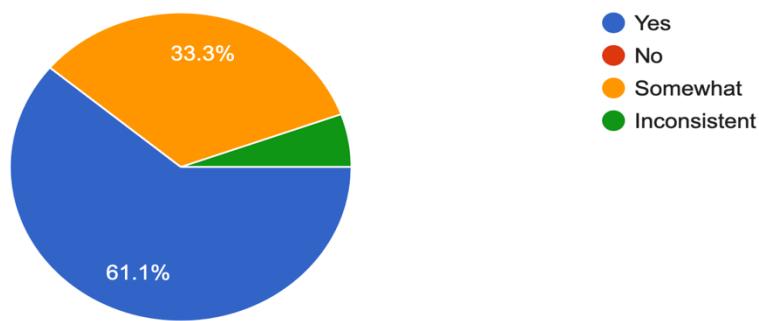
16 responses

- A safe, positive, collaborative environment with high expectations for students AND staff.
- to be paid enough to live in Dubois which is extremely expensive to live in. Support for all staff and trainings that matter.
- Opportunities for students to experience new things. OREO, Exped. Yellowstone. Field Trips. I expect my daughter to want to come to school and feel welcomed. She does not by certain staff or students and that is disappointing.
- Transparent, open communication & academic and social support for all students
- 1. Appropriate resources 2. To be treated as an educated professional. 3. Behavior support 4. Respect and 5. Administrative support
- A place where we can support students and prepare them for the real world.
- Civic engagement and Cognitive Apprenticeship (learners learning to be learners)
- 1. Clear expectations. 2. Time- such as planning time, collaboration time, and protected instructional time. 3. Support for student behavior. 4. Professional respect and growth. 5. Adequate resources.
- Safety, math fluency, language and different opportunities in the arts, follow through, consistency, critical thinking development, more career connected pathways
- I expect an inviting and supportive school culture built upon trust and integrity. I expect mentorship and high expectations for both students and staff.

- strength, consistency, calm
- A safe place that engages learners in fun and rigorous learning.
- To be a safe and positive place for staff and our students. For the school to invest in their staff (trainings or higher education) For the students to be able to leave here ready to take on life after school. Whether that is straight into a career or college.
- To see the students excel in school with confidence and to see the Staff continue learning and growing as a team.
- Being appreciated for the work I do !
- Communication and Visibility.

Is the school a place where you feel welcomed?

18 responses



What are two things that FCSD#2 is currently doing well?

17 responses

- Our curriculum is going well, and grade-level team collaborates well.
- Working very hard with all students to boost their learning
- Opportunities for students to experience new things. OREO, Exped. Yellowstone. Field Trips
- Teachers & staff provide a good learning community, school environment is welcoming to students and teachers
- From an elementary standpoint, I think that our schedule is very good for students. I believe that we are intentional with our time and instruction.
- Students are well taken care of
- Recognition that change is needed.
- 1. I feel like our current schedule is working well for our students and staff. 2. We have great teachers who are collaborating well by sharing ideas and strategies.
- Teaching respect and empathy, accountability and responsibility to one another as well as students school work (however I do see lack of follow through when disciplinary actions for both student and teachers are needed)

- teachers and staff are excellent
- We have a very dedicated staff. Our elementary kids are SO lucky to have the Specials they do and as often as they do. Having PE everyday is a HUGE benefit for our students.
- As part of the elementary staff I think we collaborate well together and our schedule/routine runs very smoothly.
- We have a dedicated, caring Staff who looks out for the students. We have the opportunity for one on one with students, when they need extra help.
- The elementary schedule, The elementary established routines, and the curriculum being used by the district.
- Teachers get along very well. PD opportunities outside the school building.
- Right now in finding weaknesses and going after them . Also programs where the whole school is using them in all grade levels . example - CKLA
- For the most part providing adapted learning to those students who struggle or need a boost /

What are two things that are important to know about the FCSD#2 community?

15 responses

- The school community is closely tied to the local community at large in multiple ways. In addition, our school community, as a Title 1 School, has many students with diverse emotional and social needs. This makes counseling and mental health services very important to maintain, as well as intervention services for academics. Academics are strongly impacted by the social factors at play in our community.
- we work hard to meet the needs of all students
- Parents and community members will show up and have each others backs.
- Small, isolated community and slways supports its students and teachers
- Change is slow,
- Tradition is more important then new research and discoveries. Communication includes collective decisions.
- 1. Students come from a variety of backgrounds and support from home. 2. Trust matters in our small community.
- What the goals are and where they're at during the school year. What's working what's not.
- we are a strong community who demands understanding. this current heavy handed and political approach is disingenuous and rude. we don't need saving. take the time to actually get to know us before imposing your own values
- Our school is small and close-knit. We are a family here that genuinely cares for our students and staff members.
- FCSD#2 community has support and a strong pride for Dubois Rams. The community is a very rural community where with the relationships everyone has, helps make trust, relationships and communication important.
- We have a very strong school community. We know our students well and are always ready and willing to help them grow and learn.
- It is difficult to hire motivated and qualified staff. Student apathy is a huge problem. People step up to help others in the community when they need it.
- We our a small town ,and if things dont go well everybody knows it , and gets involved good or bad . We stand behind our children and want them to get the best education they can with all the help they can get !
- We are so isolated that we sometimes perpetuate that isolation by not trying new things because we "don't want THEM to change us". I agree with keeping the small town mindset and values but we are a community that needs to take a few pointers from other towns in order to not become a retirement community. Dubois doesn't tend to start new things but rather sticks to the same thing over and over and over until it dies. At that point nothing takes it's place and we have less and less events to come together as a community.

What is a core value that you believe should guide FCSD#2 in the education of our students?

15 responses

- Work ethic and emotional regulation are both core values that should be engrained into the education of our students. These relates to honesty and communication skills as adults. Without these values/ social skills, many graduates struggle to be employable.
- That all students count and to ingrain a belief that education and learning are life long skills that will take you forward in life
- That there are opportunities and a hug world out there.
- Providing individualized learning opportunities for all students
- There is a culture of mediocrity in the school, I would like to see a culture where we are striving for better than mediocrity
- Growth of civically engaged students, relationships with each other, staff and community.

- Equity- giving each student what they need to be successful, even when that looks different for each student.
- Holistic student development
- we trust the family we've created
- Equity and respect.
- Collaboration
- Student first, but for this to happen we have to support the teachers as much as we can so that they can be there 100% for the students.
- Don't be upset by the results of the work you didn't do. There are real consequences for your actions.
- Students come first !!!
- Students/Children/Staff cannot be put into a set number of boxes/categories. I think we sometimes will try to fit a slightly different child or staff member into a finite mould that we are comfortable or used to rather than exploring the possibility that they may have a point in the way they approach things.

Please provide any additional Strategic Plan feedback or suggestions.

1 response

- Be specific and targeted so that continuous improvement can be monitored and data supported.

STRATEGIC PLAN FRAMEWORK & PERFORMANCE RATING

Focus Area I: Enhance Student Achievement

All students will demonstrate high levels of growth, achievement, and performance.

Objective 1.

FCSD#2 students will improve academic performance in the subjects of Mathematics, Science, and English Language Arts as assessed by the WY-TOPP and WY-ALT.

Objective 2.

All FCSD#2 students demonstrate growth in proficiency benchmarks, particularly in Mathematics and English Language Arts, grades 3-10.

Objective 3.	All FCSD#2 students will be provided with access to Problem/Project Based learning initiatives, grades K-12 and Work Based Learning opportunities, grades 11-12.
Objective 4.	FCSD#2 will offer all students opportunities for experiential learning, fostering interest in various activities, athletics, and innovation, grades K-12.
Objective 5.	All FCSD#2 high school students will have a post-secondary plan for employment, enlistment, enrollment in a post-secondary institution, or trade program upon graduation.

Enhance Student Achievement: *All students will demonstrate high levels of growth, achievement, and performance.*

Action	Evaluation Performance	Resources Support	2025 – 2026 Baseline	2026 -2027		2027 - 2028		2028 - 2029		2029 - 2030		2030 -2031	
				Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual
Objective 1: FCSD#2 students will improve academic performance in the subjects of Mathematics, Science, and English Language Arts as assessed by the WY-TOPP and WY-ALT.													
Objective 2: All FCSD#2 students demonstrate growth in proficiency benchmarks, particularly in Mathematics and English Language Arts, grades 3-10.													
Objective 3: All FCSD#2 students will be provided with access to Problem/ Project Based learning initiatives, grades K-12 and Work Based Learning opportunities, grades 11-12.													
Objective 4: FCSD#2 will offer all students opportunities for experiential learning, fostering interest in various activities, athletics, and innovation, grades K-12.													
Objective 5: All FCSD#2 high school students will have a post-secondary plan for employment, enlistment, enrollment in a post-secondary institution, or trade program upon graduation.													

Focus Area II: Ongoing Staff Development

All staff will engage in continuous training to enhance their knowledge and skills, to improve student outcomes.

FCSD#2 staff will actively engage in purposeful professional development, teaming, and collaboration through structured Professional Learning Communities (PLCs), staff development initiatives, and collaborative practices to enhance both teacher and student outcomes.

Objective 2.	FCSD#2 staff will be provided with training in behavior management, such as Positive Behavioral Intervention and Supports (PBIS) or similar, to promote growth and standards in accordance with continuous development, enhance practices, and improve student outcomes.
Objective 3.	FCSD#2 teachers will have access to internal instructional coaching and support develop proficiency and skills.
Objective 4.	FCSD#2 teachers will engage in professional development that are relevant to instructional practices and grade levels.

Ongoing Staff Development: *All staff will engage in continuous training to enhance their knowledge and skills, to improve student outcomes.*

Action	Evaluation Performance	Resources Support	2025 – 2026 Baseline	2026 -2027		2027 - 2028		2028 - 2029		2029 - 2030		2030 -2031	
				Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual
Objective 1: FCSD#2 staff will actively engage in purposeful professional development, teaming, and collaboration through structured Professional Learning Communities (PLCs), staff development initiatives, and collaborative practices to enhance both teacher and student outcomes.		Responsible: Resources: Support:											
Objective 2: All FCSD#2 teachers will have access to internal instructional coaching and support develop proficiency and skills.		Responsible: Resources: Support:											
Objective 3: All FCSD#2 staff will be provided with training in Positive Behavioral Intervention and Supports (PBIS) to promote growth and standards in accordance with continuous development, enhance practices, and improve student outcomes.		Responsible: Resources: Support:											
Objective 4:		Responsible: Resources: Support:											

Focus Area III: Positive Stakeholder Relationships

All stakeholders, including educators, parents, students, and community members, will engage in meaningful communication and collaboration based on trust and support to enhance the educational setting and foster student

success.

Objective 1.
Objective 2.
Objective 3.
Objective 4.

FCSD#2 will engage with parents, community stakeholders, and teachers, as partners in the education process.

FCSD#2 will create an environment where families feel welcomed, appreciated, and supported within the educational community.

FCSD#2 will ensure that all district facilities are maintained to the highest safety standards, incorporating regular inspections, and updates to infrastructure, thereby fostering a secure environment conducive to learning and collaboration among students, staff, and the community.

FCSD#2 with the support of parents and community members, will continue promoting social emotional learning and the provision of mental health supports and services for students.teachers

Positive Stakeholder Relationships: *All stakeholders, including educators, parents, students, and community members, will engage in meaningful communication and collaboration based on trust and support to enhance the educational setting and foster student success.*

Action	Evaluation Performance	Resources Support	2025 – 2026 Baseline	2026 -2027		2027 - 2028		2028 - 2029		2029 - 2030		2030 -2031	
				Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual
FCSD#2 will engage with parents, community stakeholders, and teachers, as partners in the education process.													
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Objective 4: FCSD#2 with the support of parents and community members, will continue promoting social emotional learning and the provision of mental health supports and services for students.teachers													

CONNECTING IT ALL TOGETHER

Students will engage with challenging academic standards designed to enrich their learning experiences and enhance their performance.

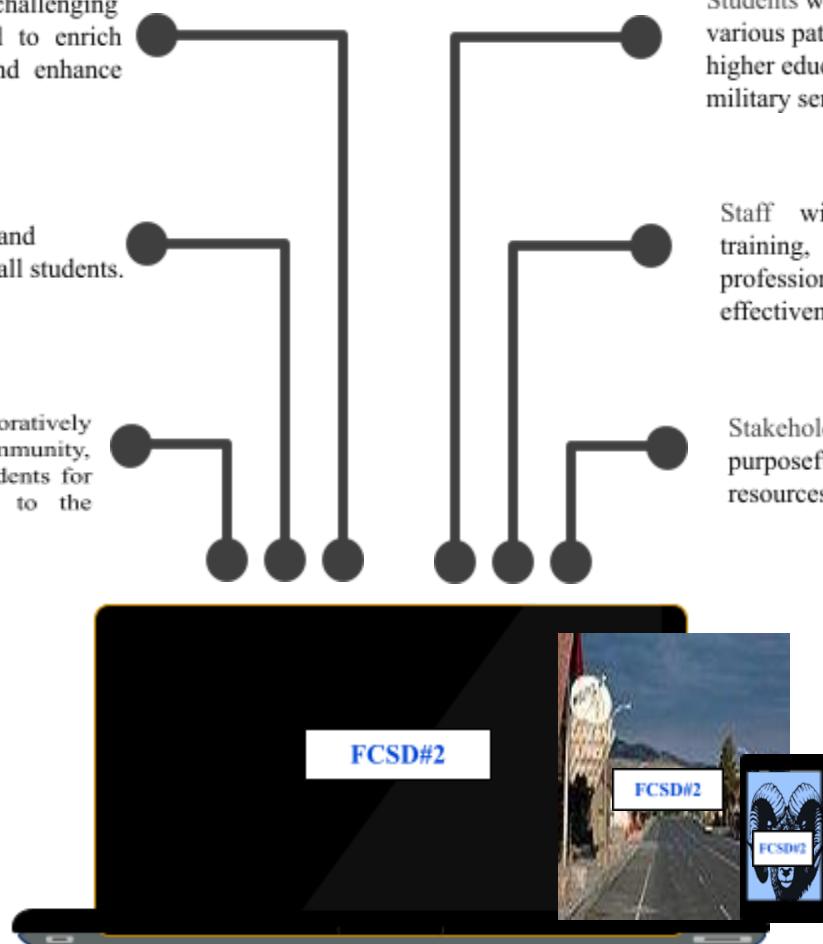
Staff will provide enrichment and intervention opportunities for all students.

Stakeholders will work collaboratively to improve the education community, which will better prepare students for success, while contributing to the Dubois community.

Students will have opportunities to explore various pathways to success, including higher education, different career fields, military service, and skilled trades.

Staff will participate in specific training, instructional coaching, and professional development, to improve effectiveness and skills.

Stakeholders will assist schools through purposeful collaborations and dedicated resources.



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FREMONT COUNTY
School District #2

THANK YOU

Creating a Community of Motivated Responsible Learners

2026-2030

For additional information about our schools or programs, or if you are interested in supporting or volunteering, please contact us.

ndixon@fremont2.org

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