

**Title IV FFY 2023-2025 Performance Report**

FFY 07/01/2023-09/30/2025	Total Allocation	Well-Rounded		20% Spending Requirement	Safe And Healthy		20% Spending Requirement	Effective Use of Technology		15% Tech Cap			Expended Percent
District		Expended	Percentage		Expended	Percentage		Expended	Percentage		Expended	Unexpended	
<b>Belcourt School District #7</b>	469,318	119,173.33	25	met	309,270.58	66	met	0	0	Not Met	428,443.91	40,874.09	91

**Performance Report**

**Measure of Progress**

WR Goal	Hire .75 FTE Schoolwide Family Engagement/Communications Director to increase family engagement K-12. Outcome: Director assisted TMCS schools with activities to increase parent participation; overall 28% increase in participation in the 2025-26 school year. District wide parent advisory council formed, districtwide attendance committee formed to address attendance issues; attendance handbook was developed schoolwide and incorporated into the TMCS MTSS process. Staff were provided with the attendance information at the beginning of the year. Communication plan was developed to outline the school's responsibility and method to communicate with all stakeholders.	Outcomes were met (100%)
WR Goal	Hire .50 FTE TMCMS Student Services Specialist to provide behavioral services to students and to implement prevention & safety strategies. Outcome: increased monitoring of halls, restrooms, classrooms, bus loading area, cafeteria to prevent inappropriate behaviors. De-escalation of behaviors before they become full-blown outbreaks. Trust building between students and staff has increased; visible and approachable to all. Makes positive contacts to parents for students who have struggled in the past but now follow school expectations. The 7 teachings of our Grandfathers; Wisdom, Love, Respect, Bravery, Humility, Honesty and Truth are taught to the students during each student disciplinary session.	Outcomes were met (100%)
WR Goal	Pay tuition of HS students earning credits from higher education institution. Outcome: 275 HS students are enrolled in one or more dual credit courses during fall semester 2025.	Substantial measurable progress was made (50-99%)
WR Goal	Hire culture consultants to provide information on Ojibwe history to students, parents, and community Outcome: All students Pre-K to 12th grade, parents and families are learning about their Ojibwe culture and language from lessons taught to students.	Some measurable progress was made (26-29%)
WR Goal	Provide funds for St. Ann's Catholic School to purchase supplies, attend field trip, purchase student subscriptions, hire culture consultants Outcome: students are provided with additional supports for learning; the students, parents and community are learning about their Ojibwe culture and language from lessons taught to students.	Outcomes were met (100%)
SH Goal	Hire mental health service professionals to provide mental health services to students K-12. Student referral required. Outcome: TMCS students were provided 1777 additional hours of mental health services from outside consultants.	Substantial measurable progress was made (50-99%)
SH Goal	Hire security officers for TTPP, TMCS, TMCMS, TMCHS to provide a safe and secure environment for students, staff, and community Outcome: TMCS students, staff and community are housed in a safe and secure environment	Outcomes were met (100%)

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District		Expended	Percentage		Expended	Percentage		Expended	Percentage		Expended	Unexpended	
<b>Bismarck Public School</b>	666,842	275,773.63	42	met	221,876.23	33	met	169,192.14	25	met	666,842	0	100

**Performance Report**

**Measure of Progress**

SH Goal	Objective - Continuous improvement for staff to better handle the increased mental health needs of students Measurable Outcome - All 18 elementary leadership teams completed the Benchmarks of Quality (BoQ) assessment measuring Tier I PBIS implementation fidelity across ten critical elements, including team structure, faculty commitment, discipline procedures, data analysis, expectations, recognition systems, lesson planning, implementation plans, classroom systems, and evaluation. Elementary schools have administered the BoQ annually since 2015 to monitor progress, and all have now met the district's 80% target goal—an improvement from 2022–2023. Similarly, all secondary leadership teams completed their annual BoQ assessments and developed action plans aligned to identify areas for growth. These data-driven plans inform professional learning and system improvements for the following year. Across K–12, all buildings have implemented Tier 2 interventions such as Check-In/Check-Out and instructional skill-building groups. Professional development was tailored to elementary teams' needs identified through their BoQ results, walkthrough data, and school action plans, ensuring alignment with the BPS MTSS Continuum of Support. The district continues to receive consultation and technical assistance to strengthen implementation fidelity and sustain a cohesive, tiered framework of behavioral supports across all schools.	Substantial measurable progress was made (50-99%)
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EUT Goal	<p>Objective - Assist staff in better integrating technology into their workspace/lesson teaching.</p> <p>Measurable Outcome - Training to support Read &amp; Write for Google, Learning Ally, and digital annotation tools supporting accessibility and literacy were provided to target audiences. Targeted professional learning was delivered through District Learning Academy (DLA) trainings, Mentor/Mentee Nights, and the Tech Integration InsideBPS site, which housed one-pagers, collaboration docs, and training materials aligned to educator needs. Each session included measurable outcomes tied to digital workflow efficiency, instructional impact, and learner engagement. The district's ongoing focus on AI integration emphasized ethical use, student data privacy, and classroom-ready applications that enhance personalization and feedback. Collectively, these efforts resulted in improved teacher confidence, increased utilization of core digital tools, and strengthened system-wide alignment between technology practices and instructional goals.</p>	Minimal measurable progress was made (0-25%)
SH Goal	<p>Objective - Create a workspace and learning space that is safe, supports learning, creates positive surroundings/outlooks.</p> <p>Measurable Outcome - Districtwide efforts to strengthen climate and culture were advanced through targeted professional learning and data-driven reflection. All schools engaged in Vital Network data reviews to identify trends in staff well-being, voice, and workload balance, using results to inform building-level action plans and leadership conversations. These reviews established measurable goals for improving care, connection, and collaboration across staff teams. New staff received dedicated professional development with Dr. Tina Boogren, focusing on educator wellness, self-efficacy, and sustainable practices for maintaining engagement throughout the first years of teaching. Post-training surveys indicated strong increases in new teacher confidence and belonging.</p>	Substantial measurable progress was made (50-99%)
WR Goal	<p>Objective - Creating a personalized learning experience for all students to better meet individual needs along with implementation of HRS which is implementation of preventative measures to avoid failure and promote a successful learning/academic experience.</p> <p>Measurable Outcome - District efforts to advance personalized learning and High Reliability Schools (HRS) implementation were guided by a data-informed and collaborative approach. Dr. Phil Warrick provided ongoing consulting and coaching for school leaders and guiding coalitions, supporting the refinement of Level 2 (Effective Teaching in Every Classroom) and Level 3 (Guaranteed and Viable Curriculum) practices. Each school's guiding coalition developed and monitored action plans aligned to HRS leading indicators and school-level data, resulting in measurable gains in clarity of learning goals, formative assessment use, and student engagement. Participation in the North Dakota Personalized Learning Network expanded across the district, connecting educators to statewide cohorts and best practices in learner agency, flexible pathways, and competency-based progression. EmpowerED participation increased notably from '23-24. Staff survey results indicated higher levels of confidence in designing differentiated learning experiences and providing voice and choice to students. Collectively, these outcomes demonstrate districtwide progress toward a more well-rounded, learner-centered educational model, with data showing increased alignment between instructional practices, HRS certification goals, and the district's strategic commitment to personalization.</p>	Substantial measurable progress was made (50-99%)
SH Goal	<p>Objective - Training staff on how to best handle student behaviors.</p> <p>Measurable Outcome - In alignment with Result 3 (R3) and Operational Expectation 10 (OE-10), 100% of certified and classified personnel received annual training focused on building positive relationships, de-escalation strategies, and crisis response practices that prioritize dignity and safety for all students and staff. MANDT certification records confirm full district compliance, with targeted refreshers provided for high-support and student services teams to reinforce trauma-informed and restorative approaches.</p>	Substantial measurable progress was made (50-99%)
EUT Goal	<p>Objective - Better communication with families coming to the United States who do not speak English as first language.</p> <p>Measurable Outcome – ILA translators were used to support communication with families; however, due to additional languages our district hasn't supported previously, staff turnover, and technology updates not as much progress was made utilizing these devices. Tech updates, training and integration of various devices to meet family needs will continue as we see changes in our enrollment demographics.</p>	Some measurable progress was made (26-29%)
EUT Goal	<p>Objective - The objective is to have a project leader that helps implement professional development opportunities for staff to better use technology in their individual roles. The tech intern's objective is to better assist students and staff to keep a streamlined/consistent use of technology when working in the classroom or from home on virtual education days.</p> <p>Measurable Outcome - The district's tech interns provide critical support in managing and maintaining over 1:1 student devices across secondary schools, contributing to more efficient troubleshooting, reduced downtime, and enhanced digital access for all learners. Interns earned academic credit for their participation, demonstrating growth in applied technology skills, problem-solving, and customer service aligned to real-world career pathways. Concurrently, the Project Tech Lead supported the professional learning of instructional coaches and classroom leaders through targeted learning designed to strengthen Learning Management System (LMS) expertise and digital instructional design. Coaches facilitated building-level training, increasing staff proficiency in Canvas, digital workflow efficiency, and the use of AI and accessibility tools.</p>	Some measurable progress was made (26-29%)

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District		Expended	Percentage		Expended	Percentage		Expended	Percentage				
Central Cass Schools	19,455	0	0	NA	19,455	100	NA	0	0	NA	19,455	0	100

Performance Report

Measure of Progress

SH Goal	Objective –Ensure that students in our building have convenient access to therapy services by providing therapeutic support through our in-house Village Therapist, aiming to minimize school absenteeism and enhance overall well-being. Outcome: 12-month contract has continued, and a system has been developed and adjusted for referrals. Roughly 50 students/families accessed services.	Substantial measurable progress was made (50-99%)
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District		Expended	Percentage		Expended	Percentage		Expended	Percentage				
Devils Lake Public Schools	110,933	22,676.75	20	met	81,756.25	74	met	6,500	6	met	110,933	0	100

Performance Report

Measure of Progress

SH Goal	Devils Lake Public Schools has entered an MOU with LifeWise Associates, a private counseling business to provide 2 days/week throughout the school year for providing Masters-Level Mental Health therapists to students. Outcome: multi-year contract has been secured; we continue to expand services to other grades. Provided services to 62 students at the Middle school level and 48 students at the HS level during this period.	Substantial measurable progress was made (50-99%)
SH Goal	Devils Lake Public Schools through a Memorandum of Understanding with the City of Devils Lake is provided with two full-time School Resource Officers. Outcome: One full time SRO is currently employed in the DLPS district. Relationships continue to develop between our SRO and students. Positive attitudes towards Police are being built through these relationships.	Substantial measurable progress was made (50-99%)
SH Goal	Athletic and Activities Coop Dues and Fees. Outcome: We had the highest number of students participate in Activities we have ever had in this fiscal year.	Substantial measurable progress was made (50-99%)
WR Goal	A full-time Positive Behavior Interventionist for our district focusing on Kindergarten and Early Elementary students and their social and emotional learning. 20% of their salary and benefits. Outcome: Having a full-time staff member has greatly improved student access to Social Emotional Learning.	Some measurable progress was made (26-29%)
WR Goal	Art supplies for the art program and supplies for a community project that promote volunteerism and community involvement. Outcome: We were able to purchase art supplies for our classrooms and provide supplies for a community project to promote volunteerism and community involvement.	Some measurable progress was made (26-29%)
EUT Goal	Memberships for Star, GoGuardian, and Smart Lab support. Outcome: This has allowed us to secure membership for our interim assessments as well as provide training to staff for 21st century skills.	Substantial measurable progress was made (50-99%)

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District		Expended	Percentage		Expended	Percentage		Expended	Percentage				
Dickinson Public Schools	175,169	127,853.79	73	met	44,538.98	25	met	2,776.23	2	met	175169.00	0	100

Performance Report

Measure of Progress

WR Goal	Objective: Provide various professional development opportunities for teachers on personalized learning and purchase technology resources to support personalized learning. Outcome: Some teachers from every school were trained on personalized learning and technology tools were provided.	Substantial measurable progress was made (50-99%)
SH Goal	Objective: Provide professional development for educators on relevant topics used to create a safe and supportive learning environment. Outcome: Several DPS educators participated in a train-the-trainer model. They were able to provide training and support in each school.	Substantial measurable progress was made (50-99%)
EUT Goal	Objective: Provide training for new educators on instructional technology tools. Outcome: All new teachers were trained prior to the start of school.	Outcomes were met (100%)

FFY 07/01/2023-09/30/2025		Well-Rounded		20%	Safe And Healthy		20%	Effective Use of Technology		15% Tech			Expended
District	Total Allocation	Expended	Percentage	Spending Requirement	Expended	Percentage	Spending Requirement	Expended	Percentage	Cap	Expended	Unexpended	Percent
Fargo Public Schools	685,591	397,977.69	58	met	278,737.43	40	met	8,011.04	1	met	684,726.16	864.84	99
Performance Report											Measure of Progress		
SH Goal	Objective: Increase student access to mental health services. Outcomes: School psychologist intern served 55 students as part of the initial evaluation process through IDEA-B. The intern also served an additional 4 students directly with small group behavior interventions. The intern was hired for a full-time position in the district for the 24-25 SY. Objective: promote social emotional learning. Outcome: During the life of the grant, major behavior incidents reported decreased 18% and minor behavior incidents increased 17%. Objective: increase student achievement. Outcome: Between the 22-23 and 23-24 school years, the percentage of elementary students scoring proficient on the NDSA reading and math assessments decreased by grade level no more than 10% and increased up to 8%. For secondary students over the same period, the percentage decreased no more than 3% and increased up to 13%.										Some measurable progress was made (26-29%)		
SH Goal	Build community, relationships, and positive school culture. Outcome: two schools held events focused on community building. The events received positive student engagement and feedback. One middle school implemented a Student Success Program and saw in- and out-of-school suspension numbers increase by 9% and 3% respectively over the life of the grant.										Minimal measurable progress was made (0-25%)		
SH Goal	Promote supportive school discipline practices. Outcome: one elementary school purchased supplies for calming corners to provide a space for students to reset without leaving the classroom. During the life of the grant, the school saw a reduction in both major and minor behavior incidents reports.										Outcomes were met (100%)		
WR Goal	Increase student achievement and engagement. Outcomes: Two literacy facilitators and one math facilitator supported teachers across the district. Between the 22-23 and 23-24 school years, the percentage of elementary students scoring proficient on the NDSA reading and math assessments decreased by grade level no more than 10% and increased up to 8%. For secondary students over the same period, the percentage decreased no more than 3% and increased up to 13%. Additionally, the district has made progress in reducing proficiency gaps in NDA+ ELA and math summative assessments among various student groups. In the 23-24 school year, across all groups and subjects, there was an increase in the percentage of students from subgroups classified as proficient or advanced from Fall to Winter.										Some measurable progress was made (26-29%)		
WR Goal	Provide students college and career readiness opportunities focused on financial literacy and entrepreneurship. Objective: the activity associated with this objective did not occur.										Minimal measurable progress was made (0-25%)		
WR Goal	Objective: Increase student access to and engagement in high-quality STEM. Outcomes: Several staff were provided professional development opportunities with positive feedback from attendees and two educators obtained CTE endorsements through Project Lead the Way. Objectives: provide students with college readiness, career readiness, and social sciences opportunities. Outcomes: the activities associated with these objectives did not occur.										Some measurable progress was made (26-29%)		
WR Goal	Increase number of students graduating Choice Ready. Outcomes: 50 students from Dakota High took two campus visits to local universities. Accuplacer exam fees were covered for 60 students. Sixteen students earned the ND Seal of Biliteracy Gold, 94 earned NDSB Silver, and 50 earned GSB Functional Fluency.										Substantial measurable progress was made (50-99%)		
WR Goal	Increase student access to and engagement in high-quality STEM/STEAM. Outcomes: four STEM clubs were supported with Title IV funds. Cyber club had 14 participants and made it to the semifinals. High School Robotics maintained a 75% attendance rate, attended two competitions and qualified for the national conference. K-8 FIRST Lego League maintained a 68% attendance rate and competed in two regional competitions. Science Olympiads maintained an 86% attendance rate and competed in regional and state competitions.										Outcomes were met (100%)		
WR Goal	Promote volunteerism and community involvement. Objective: the activity associated with this objective did not occur.										Minimal measurable progress was made (0-25%)		
EUT Goal	Increase student achievement using innovative strategies. Outcome: Ready, Set, Math subscription and manipulatives were used at one elementary school for Tier 2 interventions. Between the 22-23 and 23-24 school year, the overall student growth in math decreased by 7% at the school although for both years the growth rates were above district and state levels. Fifteen elementary teachers from 8 buildings completed 146 hours of additional training on how to more effectively use Seesaw. Among the 15 Seesaw ambassadors, 22 hours of peer training occurred, and 18 lessons were created by ambassadors and are available for use by teachers.										Some measurable progress was made (26-29%)		

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Grand Forks Public Schools	373,201	126,536.49	34	met	244,858.51	65.5	met	1,806	0.5	met	373,201	0	100

Performance Report

Measure of Progress

SH Goal	Provide teachers assistance with student interventions through the continued funding of two MTSS Coordinators, one for elementary and one for secondary. Through the coordinators, teachers use Star reports and discipline data to identify students who needed interventions as well as strategies to use for interventions. Outcome: There were 1,738 students who received intervention support.	Substantial measurable progress was made (50-99%)
SH Goal	Provide staff with mental health based professional development through the efforts of a grant funded Mental Health Coordinator. Sources of Strength (Upstream Suicide Prevention programming) professional development was provided across the district to help staff members become knowledgeable of the warning signs for suicide as well as ways to intervene with students. Outcome: There were 700 staff members trained.	Substantial measurable progress was made (50-99%)
WR Goal	Provide school administrators and staff members with support through the funding of an AVID Coordinator to ensure AVID was done with fidelity in each of the schools as well as working to ensure alignment with the strategic plan at the district level. Outcome: There were five AVID schools within the district that received support with the implementation of AVID.	Substantial measurable progress was made (50-99%)
EUT Goal	Provide student supervision/support during after school robotics clubs through the hiring of VEX Advisors. These advisors provided support and supervision as students worked through the competitive game and design and built robots that met the needs of their competitions. Outcome: There were 28 VEX Advisors who helped with the 287 students who participated in the robotics clubs.	Outcomes were met (100%)

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District		Expended	Percentage		Expended	Percentage		Expended	Percentage		Expended	Unexpended	
Jamestown Public Schools	113,216	36,581.20	32	met	63,964.80	57	met	12,670	11	met	113,216	0	100

Performance Report

Measure of Progress

SH Goal	To maintain a safe learning environment while establishing a positive respectful relationship between the Jamestown Police Department, Jamestown Public Schools and Jamestown students. Safe learning environment was supported by the actions of the SRO.	Substantial measurable progress was made (50-99%)
SH Goal	7 Mindsets helps students advance along a continuum that deepens engagement with and understanding of the mindsets and core competencies. Mindsets are the beliefs and attitudes that dictate our emotions and influence our decisions and actions; they help us connect with others and develop positive self-awareness, self-efficacy, and perseverance. JMS made progress in areas of cognitive and emotional engagement but behavioral engagement decreased for the third consecutive year.	Minimal measurable progress was made (0-25%)
WR Goal	To increase graduation rate by offering alternative digital coursework to students not able to complete coursework following the normal school schedule. Alternative digital coursework supported 26 students completing graduation requirements through the Blue Jay academy.	Substantial measurable progress was made (50-99%)
EUT Goal	Students and teachers are able to utilize these programs to enhance their work within the Schoology LMS. Teachers are able to create assignments and interact with students more easily and with more flexibility. High utilization resulted in access for students and higher levels of coordination with special education and general education teachers.	Substantial measurable progress was made (50-99%)
EUT Goal	These MBA Plug-ins allow the teachers and administrators to extend the number of fields available through Log Entries. Easily spot trends and internal notifications encourage timely responses and follow-up to behavior incidents. Engage and alert administration of attendance patterns immediately. One-stop attendance processing for Office staff. Attendance notifications decreased chronic absenteeism at the high school. Regular data meetings improved knowledge of behavior referrals for the MTSS B process and the report creator allowed the creation of a standards based report card for Jamestown Middle School.	Substantial measurable progress was made (50-99%)

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District		Expended	Percentage		Expended	Percentage		Expended	Percentage		Expended	Unexpended	
Mandan Public Schools	188,833	66,391.40	35	met	116,282.86	62	met	0	0	Not Met	182,674.26	6,158.74	97

Performance Report

Measure of Progress

SH Goal	Title IV funds provided kindergarten students access to screenings and resources through our school nurses to ensure they are safe, healthy and ready for kindergarten. Mandan Public Schools has expanded to three full time nurses and kindergarten achievement data on the NWEA Reading and Math has steadily increased over the last 3 years. The secondary activity is that our nurses are able to support all students to help ensure their emotional and behavioral needs are met.	Substantial measurable progress was made (50-99%)
WR Goal	Provide elementary students access to a family liaison that can help address the mental health and social emotional needs of all students. The work of our student & family liaison helps to ensure our students have the skills and support necessary to get to school and be successful. The family liaison connected over 60 elementary students (23-24 school year) to individual school based clinical counselling services. In addition, she worked with 22 families to connect with community resources (ex. food, housing, etc.)	Some measurable progress was made (26-29%)

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McKenzie County School District	104,599	20,920	20	met	82,679	79	met	1,000	1	met	104,599	0	100

Performance Report

Measure of Progress

SH Goal	Provide student access to professional mental health services through a contracted service agreement with a local mental health provider to offer school-based therapy and professional services to students identified in need of such assistance. Outcome: 10-month contract for services offered one-day per week (or as needed in a crisis) in a school building with a referral system outlined in the MTSS-Behavior plan. The middle school and high school received preference for such allocated time based on need and severity of circumstances involving student mental health and student attendance/achievement. 10-12 students received regular services each week throughout the school year with additional services provided to students based on extenuating, situational circumstances. Expansion of services to be considered at the completion of each school year based on data presented to the administration and school board, as well as alignment to elements of school district strategic plan	Substantial measurable progress was made (50-99%)
WR Goal	Provide increased student access to School Resource Officer support with dedicated SROs to be assigned to the high school and middle school buildings. With increasing student enrollments at the middle and high school levels and corresponding needs for overall student well-being and support as these levels, the need for dedicated SROs in these two buildings has been identified through various data points and reporting by the building administration to the school board. With expansion of the DARE program and implementation of COPE, additional School Resource Officer support has been noted and needed to perform programs as intended and to fidelity. The inability to hire an additional social worker has also increased the need for an additional 1.0 FTE School Resource Officer to allow for necessary coverage of the middle and high school buildings. Outcome: Watford City High School and Watford City Middle School maintained a full-time SRO in their buildings to provide ongoing and preventative support in working with students and developing curriculum and structures to promote overall student well-being and increase attendance and student responsibility. The outcome also focused on reducing student discipline issues as reported in PowerSchool and in monthly reports by the SROs to the school administration and school board for regular review and assessment.	Substantial measurable progress was made (50-99%)
EUT Goal	Watford City Middle School is expanding its STEM program through PLTW supported curriculum to offer more opportunities for students to address student enrollment growth and involve more students in overall STEM curriculum. Outcome: Purchase of additional technology equipment related to resource kits aligned to STEM/PLTW instructional units to support curriculum offered at the middle school level. The middle school science/technology instructors documented the additional access available to students and overall impact on their instructional units and general academic progress in this area with the purchase of additional equipment with Title IV funds.	Substantial measurable progress was made (50-99%)

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District		Expended	Percentage		Expended	Percentage		Expended	Percentage				
Minot Public Schools	319,773	146,712.02	46	met	171,560.98	53	met	1500	1	met	319,773	0	100
Performance Report											Measure of Progress		

SH Goal	To develop a Top 20 Social and Emotional Learning (SEL) curriculum for high school students in grades 9-12, resulting in measurable outcomes that enhance students' emotional intelligence, interpersonal skills, and overall well-being. This program will be fully implemented by 2023-2024 school year. Outcome: In the 24-25 school year both 9-12 high schools offer Top 20 Social and Emotional Learning (SEL) curriculum for students.	Outcomes were met (100%)
SH Goal	To develop a Tier I Social and Emotional Learning (SEL) curriculum students in grades K-12, resulting in measurable outcomes that enhance students' emotional intelligence, interpersonal skills, and overall well-being resulting in a 3% decrease in office referrals. Outcome: As of 24-25 Minot Public Schools has implemented a K-12 SEL curriculum for all students. When looking at the data K-12 we determined that the data was inaccurate due to the methods used at each level were inconsistent. We continue to work on how to accurately track our office referrals and will implement a K-12 tracking model in 24-25. In 24-25, MPS used the new tracking model to develop a baseline. We will continue to train staff and will start to use this data to watch trends and plan for student and staff needs during the 25-26 school year.	Substantial measurable progress was made (50-99%)
SH Goal	To implement SEEDS of Learning training for teachers, enabling them to effectively implement the Early Learning Framework for 3-5-year-olds, and achieve measurable outcomes in students' cognitive, social, and emotional development with a minimum of 75% alignment of classroom activities and assessments with established early learning standards, ensuring that the SEEDS of Learning training is effectively preparing students for kindergarten and beyond. Outcome: As of the 24-25 school year, all PK teachers have SEEDS training and are implementing activities in the classroom. Our Special Education Coordinators continue to work with PreK teachers on sustaining the program.	Outcomes were met (100%)
WR Goal	To develop an annual showcase for the Gifted and Talented program students in grades 3-5 to exhibit their talents, with a focus on academic enrichment, critical thinking abilities, and overall educational experience with a minimum of 90% participation rate among students and a positive reception from parents, teachers, and peers Outcome: Due to not having a Gifted and Talented Coordinator we were unable to develop and survey families. All students did participate in the event but there was not feedback collected.	Some measurable progress was made. (26-49%)
EUT Goal	In conjunction with the Greater Math Grant, 100% of Gifted and Talented Program Teachers will be trained in utilizing IXL Math for blended learning enrichment, as evidenced by incorporating IXL Math into their lesson plans, effectively tracking student progress through the platform, and achieving baseline percentage to promote improvement in student performance on math assessments compared to the previous year. Outcome: 100% of the Gifted and Talented Teachers and the Coordinator were trained in the use of IXL Mat for blended learning enrichment. In 25-26 school year we will need to work with the new coordinator to review this goal and determine continuation.	Some measurable progress was made. (26-49%)

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District		Expended	Percentage		Expended	Percentage		Expended	Percentage				
Northern Cass School district 97	10,000	0	0	NA	10,000	100	NA	0	0	NA	10,000	0	100
Performance Report											Measure of Progress		

SH Goal	Objective – to increase learner attendance. Outcome will be measured using the district's attendance rate at the end of each school year.	Minimal measurable progress was made (0-25%)
SH Goal	Objective – ensure compliance with medical cards. Outcomes – Immunization report, field trip preparation, and health plans documented. Ensured all field trips had the necessary medical paperwork completed and received formal approval from administration.	Outcomes were met (100%)
SH Goal	Objective – ensure compliance with 504 health plans. Outcomes – Documentation of meeting notes and 504 plans are updated in a timely manner and reviewed at least one time per year.	Outcomes were met (100%)

FFY 07/01/2023-09/30/2025	Total Allocation	Well-Rounded		20% Spending Requirement	Safe And Healthy		20% Spending Requirement	Effective Use of Technology		15% Tech Cap	Expended	Unexpended	Expended Percent
District		Expended	Percentage		Expended	Percentage		Expended	Percentage				
Rugby Public School	24,602	0	0	NA	2,339.33	10	NA	22,262.67	90	waiver	24,602	0	100
Performance Report											Measure of Progress		

SH Goal	Provide nonpublic students access to school counseling services and resources by contracting with the Rugby Public School District. Outcome: 3 hours of counseling services were provided every Friday during the school year to Little Flower Catholic School. 110 students and families accessed services.	Substantial measurable progress was made (50-99%)
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EUT Goal

Purchase additional devices for students to improve technology access at the high school. The waiver granted to our district facilitated the acquisition of a computer lab, significantly impacting our capacity to administer assessments such as the NWEA and NDSA and ensuring the continuity of our technology rotation. This strategic update directly benefits students across all age groups and subgroups, particularly low-income and Native American students, by providing access to computers for schoolwork, online interventions, and assessments. Furthermore, the Rugby Public School Board's engagement with Tenet Leadership highlighted a commitment to student outcome goals, focusing on Grade 3 Reading NDSA Proficiency, Grade 8 Math NDSA Proficiency, and Choice Ready Outcomes, with quarterly reports at the board level.

Outcomes were met (100%)

FFY 07/01/2023-09/30/2025	Total Allocation	Well-Rounded		20% Spending Requirement	Safe And Healthy		20% Spending Requirement	Effective Use of Technology		15% Tech Cap			Expended Percent
District		Expended	Percentage		Expended	Percentage		Expended	Percentage		Expended	Unexpended	
Wahpeton Public School District	76,505	6,222.33	8	waiver	70,282.67	92	met	0	0	waiver	76,505	0	100

Performance Report

Measure of Progress

SH Goal

Provide a safe, collaborative, and supportive culture in which students can learn and grow. Outcome: Our district contracted with our local police department to employ a School Resource Officer. The district uses attendance and student behavior data to monitor effectiveness.

Outcomes were met (100%)

WR Goal

Non-public: Provide students with hands-on learning experiences in science and art. Outcome: Hands-on art experience for 106 students from the Plains Art Museum. Mystery Science packs purchased for STEM programs for grades K-5.

Outcomes were met (100%)

FFY 07/01/2023-09/30/2025	Total Allocation	Well-Rounded		20% Spending Requirement	Safe And Healthy		20% Spending Requirement	Effective Use of Technology		15% Tech Cap			Expended Percent
District		Expended	Percentage		Expended	Percentage		Expended	Percentage		Expended	Unexpended	
Williston Basin #7	231,210	62,336.52	27	met	151,660.48	66	met	17,213	7	met	231,210	0	100

Performance Report

Measure of Progress

SH Goal

Raise awareness about mental health and suicide prevention by organizing a speaker event at WHS, complemented by a community presentation. Outcome: In collaboration with Connect Us Therapy, Kevin Hines was contracted to speak to WHS students and provide a community presentation on September 20, 2023. The event reached 1,200 students and over 100 community members.

Outcomes were met (100%)

SH Goal

Provide students access to school-based mental health services and resources by collaborating with Milestone Health Partners to deliver therapy and counseling directly within the school setting at WMSCC. Outcome: Beginning in the Spring semester, two counseling trainees served students with serious needs on a weekly basis under psychologist supervision. The program provided 84 sessions, supporting 10 students who would not have otherwise received services.

Substantial measurable progress was made (50-99%)

SH Goal

Strengthen student safety initiatives by creating a Director of Safety position responsible for developing, implementing, and monitoring comprehensive safety policies and procedures across all schools. Outcome: The position was established, and formalized safety protocols were implemented, including Standard Response Protocol (SRP) procedures, RAPTOR alerts, and a reunification team. Using Raptor, 45 drills, 69 emergencies, 95 team assists, and 209 total alerts were conducted. Twelve out of twelve buildings are actively utilizing safety measures. The most common team assist is for medical assistance. Currently, 67% of staff engage with the app, while an additional 35 of 323 staff use the web version.

Substantial measurable progress was made (50-99%)

WR Goal

Implement the BARR model in non-Title schools, Rickard and Lewis and Clark, by training educators on the program's framework and creating individualized support plans to improve academic and social outcomes. Outcome: Year 1 of the BARR model has been successfully implemented in both schools, setting the foundation for ongoing student support.

Some measurable progress was made (26-29%)

WR Goal

Enhance students' access to culturally diverse and contemporary music education by providing supplemental instruments and materials. Outcome: Two new courses were introduced—6th Grade Guitar and World Music—offering a total of four sections with 78 students enrolled. Future plans include expanding course offerings to Level II and advanced sections.

Substantial measurable progress was made (50-99%)

EUT Goal

Provide students access to personalized learning resources during WINN at Missouri Ridge to support skill-building in core subject areas such as math and language arts. Outcome: Missouri Ridge students have demonstrated engagement with IXL, answering an average of 49 questions per week. They have mastered 2,739 skills, achieved proficiency in 3,129 skills, and practiced 5,960 skills.

Outcomes were met (100%)