



TAG 6.0 School Application Guide

Grant Resource for Schools

Division of School Turnaround | Winter 2026



Use of Funds

The intent and purpose of school improvement grant funds is to support strategies that address the root causes of identified needs outlined in the school plan, with the goal of rapidly and substantially raising student achievement and outcomes. Activities for school improvement must be based on a school-level needs assessment included in an approved school improvement/turnaround plan and must adhere to strict evidence-based criteria.

All funds must utilize evidence-based practices and support the school turnaround plan. Alignment with the school turnaround plan must be clear. Grant-funded initiatives must focus on rapid school turnaround, improving systems and structures, and providing direct support for student achievement.

Application Overview

The district will submit the grant application on behalf of each school. School leaders must complete all sections of the TAG 6.0 school-level application. The information below will assist in the completion of the school-level application.

School Information

Enter school name, principal name, and contact information.

Strategy Table

Duplicate the table for each strategy. All sections of the table must be completed.

Prioritized Need

Identify the Prioritized Need included in the School Turnaround Plan that the strategy will address. Alignment between the need and strategy should be clear. For example, an ELA prioritized need aligns with a strategy of providing tutoring to students who demonstrate underperformance in reading.

School Turnaround Plan Information

Enter the goal number, strategy number, and action step number(s) that support the identified prioritized need. Ensure the strategy and action step number(s) fall under the listed goal.

Correct: Goal 1-Strategy 1.3-Action Step 1.3.2

Incorrect: Goal 1-Strategy 2.2-Action Step 2.2.1 (the strategy and action step fall under goal 2, rather than the listed goal 1)

Supporting Research

When using school improvement funds, interventions for school improvement must adhere to strict evidence-based criteria. The criteria, delineated in three tiers, must demonstrate a significant effect on improving student outcomes or other relevant outcomes based on one of the following:

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- Tier 1: Demonstrates strong evidence from at least one well-designed and well-implemented experimental study.
- Tier 2: Demonstrates moderate evidence from at least one well-designed and well-implemented quasi-experimental study.
- Tier 3: Demonstrates promising evidence from at least one well-designed and well-implemented correlational study with statistical controls

Resources for Evidence-Based Strategies

- Evidence for ESSA. (2019). Center for Research and Reform in Education. Johns Hopkins University. <https://www.evidenceforessa.org/>
- Guidance on Evidence-Based Intervention Selection. Office of the Assistant Secretary for Planning and Evaluation. https://aspe.hhs.gov/sites/default/files/private/pdf/77066/ib_Contextual.pdf
- National Center for Education Evaluation and Regional Assistance. What Works Clearinghouse. <https://ies.ed.gov/ncee/wwc/>
- School turnaround: An evidence guide. (2018). Tennessee Education Research Alliance. https://gallery.mailchimp.com/b28b453ee164f9a2e2b5057e1/files/6afbcdd4-71af-4fee-9951-e5dfa5ff0922/TERA_EvidenceGuide_180420_Full.pdf
- The school turnaround field guide. (2010). Wallace Foundation. <https://www.wallacefoundation.org/knowledge-center/Documents/The-School-Turnaround-Field-Guide.pdf>

When completing this section, enter a working hyperlink to research that supports the proposed strategy. Select the evidence category by choosing the corresponding tier.

Action Step Table

Duplicate the table for each action step. Only include action steps that will be supported with TAG 6.0 funds. If a strategy includes multiple action steps, complete a separate table for each one.

Action Step Description

Provide a description of how the action step will be implemented. It is important to be specific so that grant reviewers can understand exactly what the proposed action step involves.

- What specific actions will occur?
- Who will carry out these actions?
- When will the actions take place?

Prioritized Need Alignment

Provide details on how the proposed action step supports the prioritized need. Grant reviewers should be able to understand why the action step is necessary to address the identified need.

Implementation Documentation and Frequency

Implementation monitoring is necessary to ensure that grant-funded activities are occurring as proposed in the application. Implementation monitoring answers the question: Are we doing what we said we would do?

Implementation documentation should:

- align with the action step
- be monitored throughout the year rather than once
- be used to ensure the action step is occurring with fidelity

Examples of Implementation Documentation and Frequency

- PLC meeting agendas will be monitored monthly
- Reading progress monitoring data will be monitored weekly
- Attendance reports will be reviewed bi-monthly
- Usage reports will be monitored weekly
- Lesson plans will be reviewed weekly
- Meeting minutes will be reviewed monthly

Avoid the following:

Job postings
Invoices
Order Forms
Packing Slips

Effectiveness Measurement Tools and Frequency

Measuring effectiveness is necessary to determine if the action step is yielding the desired results. Effectiveness monitoring answers the question: Is it working?

Tools for measuring effectiveness should:

- align with the action step
- be monitored throughout the year
- be used to determine if the action step is effective

Examples of Effectiveness Measurement Tools and Frequency

- Quarterly formative assessment data will demonstrate a 5% increase in proficiency rates
- 20-day attendance reports will show a minimum of 95% daily attendance
- A 3-percentage-point increase will be demonstrated each month in the number of teachers scoring “Yes” or “Mostly” in Core Action 3

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It is important to avoid using the same effectiveness measure for every action step. Doing so makes it difficult to determine which action step is leading to positive outcomes.

Estimated Cost

Provide an itemized list of expenses related to the action step. Use the Budget Narrative Guidance document for guidance.

Example

Strategy Details	
Respond in the white boxes in each section.	
Prioritized Need from the School Turnaround Plan:	Math Achievement
Goal number from the School Turnaround Plan supporting the prioritized need:	G 1
Strategy number from the School Turnaround Plan supporting the prioritized need (must fall under the goal listed above):	S1.3
Strategy title:	Provide additional support for students who are failing to make academic progress
Action step number(s) from the School Turnaround Plan supporting the prioritized need (must fall under the strategy listed above):	A1.3.2, A 1.3.3
Provide the hyperlink to supporting research:	https://ies.ed.gov/ncee/WWC/PracticeGuide/26
Select evidence category:	<input checked="" type="checkbox"/> Tier 1 <input type="checkbox"/> Tier 2 <input type="checkbox"/> Tier 3

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Action Step Details Respond in the white boxes in each section. Duplicate the table for each action step that falls under the strategy listed above.	
Action Step Number from the School Turnaround Plan	A 1.3.2
Action Step Description Describe how the action step will be implemented at the school.	After-school tutoring will be provided to students who demonstrate underperformance in math.
Prioritized Need Alignment Describe how the action step supports the prioritized need.	This action step supports the math prioritized need by providing additional support to students demonstrating underperformance in math. Formative and progress monitoring data will be analyzed to identify students who require additional exposure to content covered during Tier 1 math instruction, allowing learning gaps to be addressed and remediated.
Implementation Documentation and Frequency	Tutoring rosters will be reviewed weekly. Tutoring lesson plans will be reviewed weekly
Effectiveness Measurement Tools and Frequency	Formative assessment proficiency will increase by 5% each quarters for students receiving tutoring. The number of students enrolled in Tier 2 and Tier 3 math interventions will decrease by 4% each quarter.
Estimated Cost Provide an itemized list of expenses for the action step. <i>Refer to the Budget Narrative Guidance Document</i>	Tutoring stipends for 4 certified teachers, 3 hours a week for 10 weeks at \$40 per hour=\$4,800

Action Step Details Respond in the white boxes in each section. Duplicate the table for each action step that falls under the strategy listed above.	
Action Step Number from the School Turnaround Plan	A 1.3.3
Action Step Description Describe how the action step will be implemented at the school.	A supplemental academic interventionist will be hired for the 26/27 school year. The interventionist will work with small groups of students, focusing on foundational math skills. Groups will be determined by analyzing weekly formative assessment data.
Prioritized Need Alignment Describe how the action step supports the prioritized need.	This action step supports the math prioritized need. Many students lack foundational math skills, leading to an increase in the number of students demonstrating underperformance in math. Adding an academic interventionist will provide students with an additional small-group instruction opportunity, designed to address misconceptions and build computational fluency.
Implementation Documentation and Frequency	Schedule: The academic interventionist's schedule will be reviewed weekly to determine the number of student groups met with. Lesson plans: Academic interventionist's lesson plans will be reviewed weekly

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Effectiveness Measurement Tools and Frequency	<p>Progress monitoring will be collected weekly and will indicate that at least 85% of students are making progress toward their progress monitoring goal each week.</p> <p>Formative assessment data will indicate a 5% increase in proficiency in students participating in math intervention.</p>
Estimated Cost Provide an itemized list of expenses for the action step. <i>Refer to the Budget Narrative Guidance Document</i>	1 FTE academic interventionist (salary and benefits) \$67,350

Suggestions for Successful Applications

- All activities must be allowable, reasonable, and necessary.
- Be clear in what you are requesting. There must be an alignment and/or connection between the district/school turnaround plans and the proposed strategies and action steps.
- Please note that TAG 6.0 funds are intended for rapid school turnaround, resulting in dramatic, significant improvement in student outcomes.
- Utilize the Budget Narrative Guidance document. This resource includes information on allowable and unallowable uses of school improvement funds.
- Verify the links to supporting research to ensure they are functioning properly. Links should not be to a Google Drive or a website login page.