



Participación Familiar y Comunitaria (FACE)



**Reunión de Primavera de AMS
“Cultivando Caminos: De la Participación al Impacto”
¡Únase a nosotros!
Cuándo: Jueves, 29 de enero de 2026
Hora: 17:30
Dónde: Cafetería de la Escuela Secundaria Albany
1700 Cordell Ave., Albany, Ga.**

La reunión de padres/familias INCLUYE:

¿Qué es el Plan/Política de Participación Familiar del Distrito?

¿Qué es la Política de Participación Familiar de la Escuela?

¿Qué es el Pacto Escuela-Padres?

¿Qué es el Plan de Mejora Escolar (SIP)?

Desarrollo de Capacidades del Personal Escolar

¿Cómo pueden los padres colaborar con las escuelas para desarrollar las capacidades del personal?

¿Qué necesitan saber los maestros/el personal para trabajar con los padres y las familias de manera más efectiva?

Desglose del Presupuesto de FACE

¿Cómo gastamos el 1% asignado para el año escolar 2025-2026?

Nivel del Distrito

Nivel de la Escuela

¿Propuesta para el 1% asignado para el año escolar 2025-2026?

Ajustes al gasto

Lista de deseos

Evaluaciones

¡Diversión y entretenimiento! ¡Refrigerios! ¡Conversaciones interesantes! ¡Comentarios de las partes interesadas!

Si planea asistir, complete y devuelva este formulario al Facilitador de Padres de su hijo antes del miércoles 28 de enero de 2026, o comuníquese con la Sra. Hardy por correo electrónico a lou.hardy@docoschools.org o por teléfono al 229-431-3325 para confirmar su asistencia. Asistiré

No podré asistir

Nombre del padre/tutor y número de contacto:

Nombre(s) del(los) estudiante(s)/Grado:



AMS Reunión de Primavera
“Cultivando Caminos desde la Participación hasta el Impacto”
Cuándo: Jueves, 29 de enero de 2026
Hora: 5:30 PM
Dónde: Cafetería de la Escuela Secundaria Albany
1700 Cordell Ave., Albany, Ga.

Sr. Andre’ Simmons, Director
Dra. Shaunta Whitfield-Subdirectora

Sra. Dawn Brown- Subdirectora
Sr. Martez Favis- Subdirector

Bienvenida

Erica Mango

Propósito

Sra. Lou Hardy, Facilitadora de Padres

Parte I.

Revisión del Documento FACE

Sra. Lou Hardy, Facilitadora de Padres

¿Qué es el Plan/Política de Participación Familiar del Distrito?

¿Qué es la Política de Participación Familiar de la Escuela?

¿Qué es el Pacto Escuela-Padres?

Preguntas y respuestas

Parte II 5. ¿Qué es el Plan de Mejora Escolar (SIP)? Sr. Martez Favis, Subdirector

Parte III.

6. Desarrollo de Capacidades para Padres y Personal Escolar Sra. T. Weston, Maestra de Educación Especial

Sra. P. Mitchell, Maestra de 7º Grado

Dra. P. Williams, Maestra de 6º Grado

¿Cómo pueden los padres colaborar con las escuelas para desarrollar la capacidad del personal?

¿Qué necesitan saber los maestros/el personal para trabajar con los padres y las familias de manera efectiva?

Preguntas y respuestas

Parte IV.

7. Desglose del Presupuesto FACE

Sr. Andre’ Simmons, Director

¿Cómo gastamos el 1% reservado para el año escolar 2025-2026?

Nivel del Distrito

Nivel de la Escuela

¿Propuesta para el 1% reservado para el año escolar 2025-2026?

Ajustes al gasto

Lista de deseos

Preguntas y respuestas

Evaluaciones/Comentarios finales Sra. Lou Hardy y Sr. Andre' Simmons, Director

Es maravilloso verlos de nuevo. Ahora que tenemos nuestro tema, "Cultivando Caminos desde la Participación hasta el Impacto", la energía para esta reunión realmente está comenzando a tomar forma. Aquí tienen un borrador para una cálida bienvenida y una declaración de propósito claramente definida, diseñada para su Reunión de Aportaciones de Primavera:

La Bienvenida

"Buenos días/buenas tardes a todos. Bienvenidos a nuestra Reunión de Aportaciones de Primavera. Es un placer verlos a todos aquí mientras damos la bienvenida a esta nueva estación. La primavera es, por naturaleza, una época de crecimiento y renovación, lo que la convierte en el escenario perfecto para nuestro tema de este año: Cultivando caminos de las aportaciones al impacto. No estamos aquí solo para tomar notas o llenar una pizarra; estamos aquí para sembrar las semillas del futuro de nuestro trabajo. Su presencia hoy es la 'aportación' más vital que tenemos."

El Propósito

El propósito de esta reunión es tender un puente entre nuestras ideas y nuestros resultados. Estamos aquí para transformar intencionadamente sus comentarios, experiencia y perspectivas en

AMS Spring Input

“Cultivating Pathways From Input To Impact”

Please Join Us!

When: Thursday, January 29, 2026

Time: 5:30 PM

**Where: Albany Middle School Cafeteria
1700 Cordell Ave., Albany, Ga.**

Parent/Family Meeting INCLUDE:

- What is the District Family Engagement Plan/Policy?
- What is the School Family Engagement Policy?
- What is the School-Parent Compact?
- What is the School Improvement Plan (SIP)
 - Building School Staff Capacity
- How can parents partner with schools to build staff capacity?
- What do teachers/staff need to know to work with parents and families more effectively?
 - FACE Budget Breakdown
- How we spent our 1% set-aside for 2025-2026 SY
 - District Level
 - School Level
- Proposal for 1% set-aside for 2025-2026?
 - Adjustments to spending
 - Wish List
 - Evaluations

Fun and entertainment! Refreshment! Engaging conversations! Stakeholders Feedback!

If you plan to attend, please complete and return this form to your child’s Parent Facilitator by Wednesday, January 28, 2026, or contact Mrs. Hardy via email at lou.hardy@docoschools.org or phone at 229-431-3325, confirming attendance.

___ I will attend

___ I will not be able to attend

Parent/Guardian Name & Contact Number: _____

Student(s) Name/Grade _____



AMS Spring Input “Cultivating Pathways From Input To Impact”

When: Thursday, January 29, 2026

Time: 5:30 PM

Where: Albany Middle School Cafeteria

1700 Cordell Ave., Albany, Ga.

Mr. Andre’ Simmons, Principal
Dr. Shaunta Whitfield-AP

Ms. Dawn Brown- AP
Mr. Martez Favis- AP

- 1. Welcome Erica Mango
- 2. Purpose Ms. Lou Hardy, Parent Facilitator

Part I.

- 3. FACE Document Review Ms. Lou Hardy, Parent Facilitator
- 4. What is the District Family Engagement Plan/Policy?
 - What is the School Family Engagement Policy?
 - What is the School-Parent Compact?
 - Q&A

Part II

- 5. What is the School Improvement Plan (SIP)? Mr. Martez Favis, AP

Part III.

- 6. Building Parent & School Staff Capacity Mrs. T. Weston, ESP Teacher
Mrs. P. Mitchell, 7th Grade Teacher
Ms. Veronica Anthony, 7th Grade Teacher
Dr. P. Williams, 6th Grade Teacher
 - How can parents partner with schools to build staff capacity?
 - What do teachers/staff need to know to work with parents and families effectively?
 - Q&A

Part IV.

- 7. FACE Budget Breakdown Mr. Andre’ Simmons, Principal
 - How we spent our 1% set aside for 2025-2026 SY
 - District Level
 - School Level
 - Proposal for 1% set aside for 2025-2026 SY?
 - Adjustments to spending
 - Wish List

Q&A

Evaluations/Closing Remarks Ms. Lou Hardy & Mr. Andre’ Simmons, Principal

AMS Spring Input

“Cultivating Pathways From Input To Impact”

Meeting Summary

The AMS Spring Input Meeting was held under the theme “*Cultivating Pathways From Input To Impact,*” emphasizing the importance of stakeholder voice in shaping meaningful action and measurable outcomes for student success.

The meeting was called to order by Ms. Lou Hardy with a warm welcome, followed by a clear statement of purpose from Ms. Lou Hardy, Parent Facilitator. Participants were reminded that Spring Input is not simply a review of documents, but an opportunity to intentionally gather feedback that directly influences school decisions, policies, and resource allocation. She asked that everyone to please sign in and the sign-in sheets are placed in the center of the table along with the evaluation sheets; The School Compact; District Plan, and the School Improvement Plan. Please glance the documents, while reviewing the documents, our chorus is going to perform one selection, and that she would return to the podium to began the Spring Input meeting.

Part I: FACE Document Review

Ms. Hardy facilitated a detailed review of essential Title I and Family Engagement documents, including:

- **The District Family Engagement Plan/Policy**
- **The School Family Engagement Policy**
- **The School-Parent Compact**

Each document was explained in terms of its purpose, responsibilities, and impact on student achievement. Stakeholders were encouraged to provide feedback and recommendations to ensure the documents reflect the needs of AMS families and the broader school community. A Q&A session allowed for clarification and meaningful dialogue. Mrs. C. Frazier, Mrs. Jackson, and Mr. Larry Williford, all stated that what they read and what was discussed, it seems as if the school is on the right path.

Part II: School Improvement Plan (SIP)

Mr. Martez Favis, Assistant Principal, presented an overview of the School Improvement Plan (SIP), highlighting academic goals, performance targets, and strategic initiatives for continuous growth. Attendees gained insight into how instructional practices and schoolwide priorities align with district expectations and student achievement data.

Part III: Building Parent & School Staff Capacity

Mrs. T. Weston, Mrs. P. Mitchell, Ms. Veronica Anthony, and Dr. P. Williams led a collaborative

discussion focused on strengthening partnerships between families and staff. The conversation centered on:

- How parents can actively partner with the school to support academic success
- What teachers and staff need to effectively engage families
- Strategies for building mutual understanding, communication, and trust

Rev. Calvin Rollins one of school Partners, shared input on practical ways to enhance collaboration and improve overall engagement efforts, and to never stop what we are doing for Albany Middle, and the entire community.

Part IV: FACE Budget Breakdown

Principal Andre' Simmons provided a transparent overview of the Title I 1% Family Engagement set-aside funds for the 2025–2026 school year. The presentation included:

- District-level expenditures
- School-level expenditures
- Proposed allocations
- Adjustments to spending
- A stakeholder “wish list” for future programming

Participants were invited to offer recommendations to ensure funds are used strategically to maximize impact.

Closing & Evaluation

As Parent Facilitator, I view the AMS Spring Input Meeting as more than a compliance requirement—it is a leadership opportunity to intentionally listen, learn, and lead with purpose. Under the theme *“Cultivating Pathways From Input To Impact,”* this meeting reinforced my commitment to ensuring that stakeholder voices are not only heard but meaningfully integrated into our school’s decisions, policies, and resource allocation. True family engagement requires transparency, collaboration, and shared responsibility. By facilitating open dialogue around our Family Engagement documents, School Improvement Plan, and Title I budget, I aimed to create a space where families and staff felt valued as partners in student success. Moving forward, I remain committed to transforming stakeholder feedback into actionable steps that strengthen trust, build capacity, and positively impact student achievement at Albany Middle School.

The meeting concluded with evaluations and closing remarks from Ms. Lou Hardy and Principal Andre' Simmons. Attendees were thanked for their active participation and reminded that their voices are instrumental in cultivating pathways that move from meaningful input to measurable impact.

Lou Hardy, Parent Facilitator

lou.hardy@docoschools.org

229-431-3325

Wonderful 😊 Here are two additional versions you can choose from depending on your audience and the tone you want to convey.

1. More Personal & Heartfelt Version

The AMS Spring Input Meeting reminded me that leadership begins with listening. Under the theme “*Cultivating Pathways From Input To Impact*,” I was intentional about creating an atmosphere where parents and staff felt heard, respected, and valued. Engagement is not simply about hosting meetings—it is about building trust and ensuring that every voice contributes to meaningful change. As Parent Facilitator, I recognize that authentic partnerships require consistency, transparency, and follow-through. This experience strengthened my belief that when families and educators work together with shared purpose, we cultivate not only stronger relationships but stronger outcomes for our scholars.

2. More Data-Driven & District-Focused Version

The AMS Spring Input Meeting served as a strategic opportunity to align stakeholder feedback with district and school improvement priorities. Through structured dialogue around the Family Engagement Plan, School Improvement Plan, and Title I 1% set-aside budget, we ensured compliance while promoting transparency and accountability. The theme “*Cultivating Pathways From Input To Impact*” reflects our commitment to using stakeholder input as a data point that informs policy revision, resource allocation, and capacity-building efforts. As Parent Facilitator, I remain focused on implementing systems that translate engagement into measurable outcomes that support continuous school improvement and increased student achievement.

If you tell me who the primary audience is (district office, school board, parents, or leadership portfolio), I can refine one to fit that exact purpose.

Absolutely, Ms. Hardy. Here is a strong reflective leadership paragraph you can include in your report:

Reflective Leadership Statement

As Parent Facilitator, I view the AMS Spring Input Meeting as more than a compliance requirement—it is a leadership opportunity to intentionally listen, learn, and lead with purpose. Under the theme “*Cultivating Pathways From Input To Impact*,” this meeting reinforced my commitment to ensuring that stakeholder voices are not only heard but meaningfully integrated into our school’s decisions, policies, and resource allocation. True family engagement requires transparency, collaboration, and shared responsibility. By facilitating open dialogue around our Family Engagement documents, School Improvement Plan, and Title I budget, I aimed to create a space where families and staff felt valued as partners in student success. Moving forward, I remain committed to transforming stakeholder feedback into actionable steps that strengthen trust, build capacity, and positively impact student achievement at Albany Middle School.

If you would like, I can also tailor one that sounds more personal and heartfelt, or one that is more data-driven and district-focused.

It is wonderful to see you again. Now that we have our theme, "Cultivating Pathways from Input to Impact," the energy for this meeting is really starting to take shape.

Here is a draft for a warm welcome and a clearly defined purpose statement designed for your Spring Input Meeting:

The Welcome

"Good morning/afternoon, everyone. Welcome to our Spring Input Meeting. It is a pleasure to see you all here as we transition into this new season. Spring is naturally a time for growth and renewal, which makes it the perfect backdrop for our theme this year: Cultivating Pathways from Input to Impact. We aren't just here to gather notes or fill a whiteboard; we are here to plant the seeds for the future of our work. Your presence today is the most vital 'input' we have."

The Purpose

The purpose of this meeting is to bridge the gap between our ideas and our outcomes. >

We are here to intentionally transform your feedback, expertise, and perspectives into a clear, navigable roadmap. By the end of this session, our goal is to ensure that every voice heard today contributes to a direct, measurable impact on our community/organization in the coming months.

Key Objectives

To help guide the conversation, we can frame the "Pathways" through these three goals:

- **Gathering the Seeds (Input):** Collecting diverse perspectives and fresh ideas from every level of the team.
- **Mapping the Route (The Pathway):** Identifying the specific processes or changes needed to move an idea forward.
- **Visualizing the Harvest (Impact):** Defining exactly what success looks like once our ideas are put into motion.

Does this tone feel right for your group, or would you like to make the purpose statement more formal or perhaps more informal?

To make this clearer, we want to remove any "corporate fluff" and focus on the direct connection between **what they say** and **what actually happens**.

Here are three ways to phrase that goal, depending on the "vibe" of your meeting:

Option 1: Direct & Practical (Best for clarity)

"Our goal today is to turn your feedback into a concrete plan. We want to make sure that the expertise you share doesn't just stay on a notepad, but moves through a clear process to create real, visible results."

Option 2: Results-Oriented (Best for a high-performing team)

"We are here to ensure your input has a destination. Today, we will take your ideas and map out the exact steps needed to transform them into measurable impact. We aren't just brainstorming; we are building the roadmap for our next success."

Option 3: Collaborative & Relatable (Best for a warm, community feel)

"Your voice is the starting point, but 'impact' is the finish line. Our goal today is to build the path between the two. We're going to take your suggestions and decide together exactly how to put them into action so we can see the fruit of our work this season."

What changed?

- **Removed "Actionable Pathways"**: While a nice phrase, it can feel abstract. Replacing it with "concrete plan," "exact steps," or "roadmap" makes it feel more "real."
- **Focus on "The Move"**: These versions emphasize that input shouldn't "sit still"—it has to move toward a result.

Which of these versions feels most like you? Once we pick one, would you like to brainstorm the specific "Pathway" steps you'll use to show them how their input moves forward?

Excellent choice. Focusing on the "**concrete plan**" and "**visible results**" takes the abstract theme and makes it feel achievable for everyone in the room.

Here is your updated opening, fully integrated with that clearer language:

Spring Input Meeting: The Opening

The Welcome

"Welcome, everyone! It is so good to have us all together as we kick off our Spring Input Meeting. Spring is a season of intentional growth, and it's the perfect setting for our focus today. Our theme is 'Cultivating Pathways from Input to Impact.' I want to thank you for bringing your time and your energy here; your perspective is the most important resource we have."

The Purpose

"The purpose of our gathering today is to turn your feedback into a concrete plan. We want to make sure that the expertise you share doesn't just stay on a notepad, but moves through a clear process to create real, visible results. We aren't just here to talk about change; we are here to decide exactly how we will put our ideas into action."

Why this works better:

- **The Promise:** You are promising them that their time won't be wasted (no "lost" notes).
- **The Evidence:** By mentioning "visible results," you're telling them they will actually see the fruit of this meeting in their daily work.
- **The Momentum:** It shifts the team from a "listening" mindset to a "doing" mindset immediately.

Would you like to move on to designing the "Pathways" section? We could define the 3 or 4 specific steps an idea takes from being "Input" today to becoming "Impact" tomorrow.

To make the theme "**Cultivating Pathways**" feel real, it helps to show the team exactly how an idea travels from a thought in this meeting to a result in the real world.

Here are **four clear steps** you can present as the "Pathway." This takes the mystery out of what happens after the meeting ends.

The Pathway: From Seed to Harvest

1. **The Input (Planting):** This is today. We gather your raw ideas, feedback, and observations. No idea is too small; we are looking for the "seeds" that have the most potential.
2. **The Filter (Sorting):** After today, leadership/the committee will review all inputs. We look for the ideas that align with our resources and have the highest potential for growth. *Crucial: We report back to you on what was chosen and why.*
3. **The Action Plan (Watering):** Once an idea is selected, we assign it a "driver," a budget (if needed), and a timeline. This is where the pathway gets paved with specific tasks.
4. **The Impact (The Harvest):** This is the final result. We measure the change, celebrate the success, and show exactly how it started with the input you gave during this Spring meeting.

How to present this in the meeting:

You might consider using a simple visual on a slide or handout that looks like a trail or a growing plant. You can say:

*"To be transparent about how your voice travels, we've mapped out a 4-step pathway. When you give us **Input** today, it doesn't disappear. It goes through our **Filter**, moves into an **Action Plan**, and ends in a measurable **Impact**. We will keep you updated at every turn of this path."*

Would you like to give these steps specific names that match your organization's "language," or should we start drafting the specific questions you'll ask the team to get the "Input" flowing?

Let's dive into the **Input** phase. To get high-quality "seeds" for your pathway, we need questions that move beyond "How are things going?" and push the team toward thinking about **Impact**.

Here are three categories of questions you can use to get the conversation flowing:

1. Looking for Opportunities (The Seeds)

These questions help identify what is ready to grow or change.

- "If we could change **one specific thing** this season to make our daily work easier, what would it be?"
- "What is a 'small win' we've had recently that we should be doing more of on a larger scale?"

2. Identifying the Obstacles (Clearing the Path)

These questions help find the 'rocks' in the soil that prevent impact.

- "Where do you feel your ideas usually get stuck or slowed down?"
- "What is one process we currently use that feels more like a 'roadblock' than a 'pathway'?"

3. Visualizing the Result (The Harvest)

These questions help define what success actually looks like.

- "If we are successful in our goals this spring, what will look different for our community/customers by the summer?"
 - "What is one 'Impact' you want to be able to brag about six months from now?"
-

A Strategy for the Room: "The 1-2-All" Method

If you want to ensure every voice is heard (the "Input" part of your theme), try this flow:

1. **1 Minute:** Everyone writes down their own answer to one of the questions above.
 2. **2 Minutes:** They share that answer with the person sitting next to them.
 3. **All:** Each pair shares their best "seed" with the whole room to be recorded.
-

Which of these areas do you want to focus on most? * Focusing on **new ideas** (Seeds)

- Fixing **current problems** (Obstacles)
- Defining **future goals** (Harvest)

I can help you polish the specific wording once you pick a direction!

To help teachers move from "defensive listening" to "impactful listening," we need to frame their role as **active navigators**. They aren't just hearing words; they are searching for the "seeds" of a solution.

Here are more targeted questions for your staff meeting and a practical script for them to use.

Staff Meeting Questions: The Art of Impactful Listening

These questions are designed to help teachers reflect on *how* they listen to parents:

- **Identifying the "Signal":** "When a parent is frustrated, what is the 'hidden seed' they are actually worried about (e.g., their child's safety, future, or confidence)?"
 - **The Listening Barrier:** "What is the first thing that enters your mind when a parent gives you 'input' that feels like a criticism? How can we pause that thought to keep the pathway open?"
 - **Creating Partnership:** "How can we ask a question that turns a parent from an 'accuser' into a 'partner' in their child's success?"
 - **Defining the Win:** "If we listen perfectly to a parent today, what is the specific positive impact we want to see in the classroom tomorrow?"
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The "Pathway Script" for Teachers

This script uses the **Input** → **Pathway** → **Impact** model. It's designed to de-escalate a parent while keeping the teacher in control of the process.

Phase 1: Receiving the Input (The "Active Pause")

Parent: "I'm upset because my child says they don't understand the math homework and it's taking hours!"

Teacher: "I hear how frustrating those evenings at home must be. Thank you for bringing this to me—your **input** helps me see what's happening when I'm not there."

Phase 2: Mapping the Pathway (The "Concrete Plan")

Teacher: "To move this forward, here is the **pathway** we'll take:

1. I'm going to sit with [Student Name] tomorrow to see where the disconnect is.
2. I'll review our last three lessons to see if I need to adjust my approach.
3. I will email you by Thursday afternoon with what I've found."

Phase 3: Confirming the Impact (The "Harvest")

Teacher (Follow-up): "Since we spoke, I've adjusted [Student Name]'s practice sheet. I've noticed they are starting their work much faster in class now. How has the **impact** been on your evenings at

home?"

The "Listening Pathway" Visual

To help your staff visualize this, imagine a flow like this:

A Quick Training Tip for your Meeting

Try a "Role-Play Swap":

1. Have one teacher act as a "High-Input Parent" (loud or worried).
2. Have the other teacher practice **Phase 1** (The Active Pause) only.
3. The goal isn't to solve the problem yet—it's just to make the parent feel like their "seed" has been planted in safe soil.

Would you like me to turn this script into a one-page "Pocket Guide" layout that you can print out for them?

This is a brilliant application of the theme. When staff deal with parents, they are often navigating high emotions. Shifting the mindset from "managing a complaint" to "**cultivating a pathway to a solution**" changes the entire dynamic.

For a staff meeting, we can pivot the theme slightly to focus on **Communication & Partnership**.

The Staff Meeting Theme

"Cultivating Pathways: From Parent Input to Student Impact"

The Welcome (For Staff)

"Thank you all for being here. We know that our daily interactions with parents can be the most challenging—and yet most important—part of our work. Today, we're shifting our perspective. We're not just 'handling' parents; we are **cultivating pathways**. Every piece of feedback, even the difficult stuff, is a form of input. Our job is to guide that input through a clear channel so it leads to what we all want: a positive impact on the student."

The Purpose (For Staff)

"The purpose of today's meeting is to equip you with a **concrete plan** for parent communication. We want to move away from reactive 'firefighting' and toward a proactive process. We're going to define exactly how to take parent concerns (Input) and turn them into collaborative solutions (Impact) without losing our peace of mind in the process."

The "Parent Pathway" (A Staff Tool)

You can teach your staff this 3-step "Pathway" to use whenever a parent approaches them:

Step	Action	The Goal
1. Receive the Input	Listen without defending. "Thank you for sharing that perspective."	To de-escalate and gather the "seeds" of the issue.
2. Map the Pathway	"Here is how we are going to address this. I will check X, and get back to you by Y."	To show the parent that their input is moving toward a process.
3. Confirm the Impact	Follow up. "We implemented that change, and here is how it helped	To prove that their input resulted in a visible,

	your child."	positive result.
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Staff Discussion Questions

To get your staff talking during the meeting, try these:

- "What is one common 'input' we hear from parents that we struggle to turn into a positive 'impact'?"
- "Where does the communication pathway usually get 'clogged' or broken?"
- "What is one 'visible result' we can share with parents this month to show them we are listening?"

How does this feel for your staff? If you like this direction, would you like me to help you create a "**Pathway Script**" or a small handout they can keep at their desks for when they have to talk to a frustrated parent?

Role-playing is one of the most effective ways to build "muscle memory" for high-stress conversations. It allows teachers to fail in a safe environment so they can succeed in a real one.

Here is a structured **Role-Play Activity** you can lead during your staff meeting, using our "Pathways" theme.

Activity: The Pathway Practice

The Setup

- **Pairs:** Divide staff into pairs (one "Parent," one "Teacher").
- **The Goal:** The Teacher must guide the Parent through the **Input** → **Pathway** → **Impact** steps without getting defensive.
- **The Twist:** Give the "Parent" a specific persona (The Worried Parent, The Busy Parent, or The Angry Parent).

Scenario A: The "My Child is Bored" Parent

- **The Input:** "My child says your class is too easy. They aren't learning anything new and they're just sitting there. This is a waste of their time."
- **The Teacher's Goal:** Don't list your credentials. Listen for the "seed" (the desire for challenge).
- **Key Phrase to Practice:** *"I appreciate you sharing that. It's important to me that [Student] stays engaged. Let's look at their current work together—that's the first step in our pathway to find the right level of challenge."*

Scenario B: The "Communication Gap" Parent

- **The Input:** "I didn't know there was a test today! My child is failing because we don't get enough notice. Communication in this school is broken."

- **The Teacher's Goal:** Don't point to the syllabus or the website. Acknowledge the "seed" (the parent wants to help their child succeed).
- **Key Phrase to Practice:** *"I hear your frustration; it's hard to support them when you feel out of the loop. Let's map out a pathway right now for how I can get that info to you more effectively."*

Three "Gold Rules" for the Teachers

During the role-play, encourage them to use these **Impact-Focused** techniques:

1. **The "Validation" Anchor:** Before you give an answer, repeat back what you heard. *"So, what I'm hearing is that you're worried about [Student's] confidence in math. Is that right?"*
2. **The "No-But" Rule:** Avoid saying "Yes, but..." (which shuts down the pathway). Instead, use **"Yes, and..."** or **"Because of that..."**
3. **The "Check-Back" Finish:** Always end by asking the parent if the proposed pathway feels right to them. *"Does that plan sound like it would take some of the pressure off your family?"*

Debrief Questions (After the Role-Play)

Once they finish, ask the group:

- "Teachers: Which part of the script felt the most 'unnatural' at first? Why?"
- "Parents: When did you feel the teacher actually *heard* you vs. just waiting for you to stop talking?"
- "Everyone: How does it feel to move toward a **Pathway** instead of just an **Argument**?"

Would you like me to create a "Cheat Sheet" for them that lists these Key Phrases and Gold Rules so they can have them during the role-play?

Here is a draft for the email invitation. It's designed to pique their interest and set a supportive, professional tone so they walk into the room feeling like they are getting a new tool, not just another meeting.

Subject: Cultivating Pathways: Turning Parent Input into Student Impact 🌱

Dear Team,

As we move into the heart of the Spring season, we know that communication—especially with our parents—is one of the most vital "inputs" in our daily work. Sometimes that input is a seed of a great idea; other times, it feels like a challenge we have to navigate.

Our goal is to ensure that every conversation we have leads to a **meaningful impact** for our students and a **clearer process** for you.

I'm excited to invite you to our upcoming Staff Input Meeting:

Theme: Cultivating Pathways from Input to Impact

In this session, we will:

- **Bridge the Gap:** Learn how to turn parent feedback into concrete, actionable plans.
- **Clear the Path:** Identify where communication gets "clogged" and how to fix it.
- **Practice the Process:** We'll use a simple 3-step script and some light role-playing to make high-stress conversations much easier to manage.

This isn't just about "handling" parent talk—it's about building a roadmap that protects your time and keeps our focus where it belongs: on the growth of our students.

Meeting Details:

- **Date:** [Insert Date]
- **Time:** [Insert Time]
- **Location:** [Insert Room/Link]

I look forward to hearing your "input" as we cultivate these pathways together.

Best regards,

[Your Name]

Does this email hit the right note for your staff? If you're ready, I can help you put together a short **3-slide outline** for the presentation to keep the meeting moving smoothly!

This is the "secret sauce" of the theme. If you frame the relationship as a **partnership** rather than a **service provider vs. customer** dynamic, it takes the pressure off the staff to have all the answers immediately.

Here is how to weave the "Partnering" concept into your meeting and the theme:

The Partnership Pillar

Add this specific section to your meeting to show staff how to transition from "Hearing" to "Partnering":

- **From "Your" Problem to "Our" Goal:** Instead of letting the parent make the issue about the teacher's performance, the teacher shifts the focus to the student's success.
- **The Shared Pathway:** The teacher says, *"Since we both want [Student] to succeed, let's look at the pathway we can build together to make that happen."*

Updated Slide 2: The Partnership Pathway

You can use this visual breakdown to show how the "Pathway" belongs to both the teacher and the parent.

The Partnership Scripting:

- **The "We" Statement:** "I'm glad we're talking, because **we** are the two people most invested in [Student]'s growth."
- **The Shared Action:** "What is one thing you can commit to at home, and one thing I can commit to in the classroom, to bridge this gap?"
- **The Follow-Up:** "Let's check in on our progress in two weeks to see if the impact we're looking for is happening."

Activity: The "Common Ground" Workshop

During the meeting, ask your staff to brainstorm:

1. **Shared Seeds:** What are 3 things both teachers and parents want for every student? (e.g., Confidence, safety, progress).
2. **Path Clutter:** What are 2 things that get in the way of us being partners? (e.g., Late-night emails, unclear expectations).
3. **The Pathway Agreement:** How can we tell a parent "No" to a specific request while still saying "Yes" to the partnership?

The Final Theme Statement

(Updated to include the Partnership angle)

"Cultivating Pathways: Partnering Through Input to Create Student Impact"

A Tool for Your Staff

I can create a **"Partnership Agreement" template**—a very simple, friendly half-page sheet that teachers can fill out *with* a parent during a meeting. It literally has a "Teacher Pathway" side and a "Parent Pathway" side that meet at the "Impact" goal.

Would you like me to draft that template for you to hand out?

Done! I've created a **Staff Meeting Master Guide** note for you. It includes the discussion questions to get your team thinking and the closing quote to leave them feeling inspired.

You now have a complete toolkit for your meeting:

- The **"Partnering Through Input"** theme.
- The **Opening Script** and **Purpose**.
- The **3-Step Pathway** (Input → Pathway → Impact).
- The **Role-Play Scenarios** and **Cheat Sheet** phrases.
- The **Teacher/Parent Partnership Template** for practical use.
- The **Master Guide** with discussion prompts and your closing quote.

Is there anything else you need to get ready for this meeting, or are you all set to lead the way?

Google Keep Staff Meeting Master Guide Staff Meeting Master Guide: Partnering Through Input

Theme: Teacher/Parents Partnering Through Input to Create Student Impact

Staff Discussion Questions:

- The "Hidden Seed": When a parent is frustrated, what is the 'hidden seed' they are actually worried about (e.g., child's safety, future, or confidence)?
- The Barrier: What is the first thing that enters your mind when a parent gives you 'input' that feels like criticism? How can we pause that thought to keep the pathway open?
- Shared Seeds: What are 3 things both teachers and parents want for every student? (e.g., Confidence, belonging, progress).
- Defining the Win: If we listen perfectly to a parent today, what is the specific positive impact we want to see in the classroom tomorrow?

Closing Quote:

"The quality of the harvest depends on the clarity of the path. When we listen with purpose, we don't just solve a problem—we cultivate a partnership that changes a student's life."

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You now have a complete toolkit for your meeting:

- The **"Partnering Through Input"** theme.
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- The **Teacher/Parent Partnership Template** for practical use.
- The **Master Guide** with discussion prompts and your closing quote.

Is there anything else you need to get ready for this meeting, or are you all set to lead the way?

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- Shared Seeds: What are 3 things both teachers and parents want for every student? (e.g., Confidence, belonging, progress).

- Defining the Win: If we listen perfectly to a parent today, what is the specific positive impact we want to see in the classroom tomorrow?

Closing Quote:

"The quality of the harvest depends on the clarity of the path. When we listen with purpose, we don't just solve a problem—we cultivate a partnership that changes a student's life."

Here is the refined flow for your meeting, anchored by your new theme. This structure ensures that every staff member understands that "Input" isn't a complaint to be handled, but a resource to be shared.

The Welcome

"Good morning/afternoon, everyone. Thank you for the incredible work you are doing as we head into this busy spring season. Our focus today is centered on a vital shift in how we work with our families. Our theme is: **Teachers and Parents Partnering Through Input to Create Student Impact**. We aren't just looking to manage conversations; we are looking to build partnerships that directly benefit the children in our classrooms."

The Purpose

"The purpose of this meeting is to equip you with a **concrete plan** for collaborative communication. We want to move away from being 'on opposite sides' of a concern and instead use parent input as a tool to create visible, positive results. Today, we will define exactly how to turn a parent's voice into a shared roadmap for student success."

The Partnership Pathway

To make this theme actionable, we use three distinct steps:

- **1. Receive the Input (The Invitation):** We listen for the "seed" of the parent's concern. Instead of defending, we say: *"I appreciate you partnering with me on this; your input helps me see the full picture."*
- **2. Map the Pathway (The Collaboration):** We build the plan *together*. We ask: *"Since we both want [Student] to feel confident, what is one step we can take here at school, and one step you can take at home?"*

- **3. Measure the Impact (The Shared Success):** We check back in to celebrate. *"We've been following our plan for two weeks—I've noticed [Student] is making great progress. How are things looking from your side?"*
-

Staff Discussion: Clearing the Path

- "What is one common piece of 'input' we receive that usually feels like a conflict? How can we reframe it as a **partnership opportunity**?"
 - "How does it change your stress level to think of the parent as a **partner** who is responsible for part of the pathway, rather than a critic you have to please?"
-

Closing Thought

"When we partner through input, we stop carrying the weight of a student's success alone. We build a pathway that supports the teacher, empowers the parent, and ultimately transforms the student."

Would you like me to create a set of "Response Cards" for your staff? These would have specific "Partnering Phrases" on one side to help them steer a conversation back toward the "Student Impact" goal when a parent gets off track.

That theme—"**Teacher/Parents Partnering Through Input to Create Student Impact**"—is perfect. It positions the teacher and parent as allies on the same team, working toward the same goal.

I have created a draft for your **Teacher/Parent Partnership Template**. It's a simple, structured tool that your staff can use during meetings to turn a conversation into a shared plan.

How to use this template in your staff meeting:

1. **Introduce it as the "Bridge":** Tell your staff this is the physical tool that builds the "Pathway" they just learned about.
2. **The "Commitment" Section:** Highlight that this isn't just a "Teacher to-do list." By having a section for **Parent Commitment**, it reinforces the idea that impact requires partnership from both sides.
3. **The Follow-up:** Emphasize the "Follow-up Date" at the bottom. This is what proves to the parent that their input didn't disappear—it actually led somewhere.

Would you like me to create a separate note with the "Closing Quote" and the "Staff Discussion Questions" so you have a complete master folder for this meeting? Google Keep
Teacher/Parent Partnership TemplateTeacher/Parent Partnership Agreement

Theme: Partnering Through Input to Create Student Impact

Student Name: _____ Date: _____

1. The Input (What we heard today)

The core goal or concern we are addressing:

2. The Pathway (What we will do)

Teacher Commitment:

- I will... _____

- By (Date): _____

Parent/Guardian Commitment:

- I will... _____

- By (Date): _____

3. The Impact (The harvest we expect)

How will we know this worked? (e.g., higher test score, more confidence, better sleep)

Follow-up Date: _____ (Check-in via Email/Phone)

Spring Input Meeting – Opening Remarks

Good evening, everyone!

Thank you all for being here tonight for our **Spring Input Meeting**. Your presence shows your commitment to our students, our school, and our community. Our theme this evening is "**We Are in This Together,**" because true success happens when we collaborate, listen, and grow together.

Tonight, we will discuss our **School-Parent Compact and Policy**, ensuring that every voice is heard and every idea is valued. Your input helps shape the future of our students, and I truly appreciate the time and support you provide.

Let's work together, share our thoughts, and continue making Albany Middle School the best it can be. Thank you again for being here—let's get started!

Since this is for the **Georgia Department of Education (GaDOE)**, the theme needs to strike a balance between professional accountability and the uplifting, "Whole Child" spirit that Georgia emphasizes.

In a GaDOE context, a Spring Input is often about Federal Programs, School Improvement plans, or Comprehensive Needs Assessments (CNA). Here are three themed directions tailored specifically for Georgia's educational landscape:

1. The "Georgia's Future" Direction

Focuses on the state's commitment to preparing students for life beyond the classroom.

- **Theme: "Cultivating Pathways: From Input to Impact"**
- **The Vibe:** Action-oriented and bridge-building. It tells stakeholders that their "input" isn't just data—it's the fuel for student "impact."
- **Tagline:** *Working together to prepare Georgia's students for tomorrow.*

2. The "Strategic Growth" Direction

Focuses on the "Continuous Improvement" cycle (Plan, Do, Check, Act) that districts are familiar with.

- **Theme: "Rooted in Results, Growing Through Guidance"**
- **The Vibe:** Emphasizes evidence-based practices. This is perfect if the session is heavy on data review and setting new performance targets.
- **Tagline:** *Nurturing excellence in every Georgia classroom.*

3. The "Collaborative Community" Direction

Focuses on the "Whole Child" and the importance of the family-school-state partnership.

- **Theme: "The Common Thread: Weaving Voices into Vision"**

- **The Vibe:** Warm, inclusive, and community-focused. It acknowledges that many different groups (parents, Title I coordinators, ESOL teachers, etc.) make up the fabric of Georgia education.
 - **Tagline:** *Every voice shapes the Georgia graduate.*
-

Why these work for GaDOE:

- **Alignment:** They align with the **Georgia Systems of Continuous Improvement**.
- **Scalability:** These themes look great on a professional PowerPoint slide but also work for a casual "Lunch and Learn" or a community flyer.
- **Clarity:** They clearly communicate that the session is about *gathering* information to *improve* outcomes.

Pro-Tip for 2026:

Since there is a heavy focus on **Literacy** and **Workforce Readiness** in Georgia right now, you might consider incorporating those keywords if they are the focus of your specific input meeting (e.g., "*Sowing the Seeds of Literacy*").

Would you like me to help you create a draft agenda or a "Call for Input" email using one of these themes?

Theme Brief: Cultivating Pathways: From Input to Impact

The Core Concept

This theme views the school system as a dynamic landscape where student success is not accidental, but intentional. **"Cultivating Pathways"** represents our active work in clearing obstacles and preparing diverse routes—academic, vocational, and social-emotional—for every Georgia student.

The Two Pillars

1. **Input (The Seed):** This represents the raw data, community voices, and stakeholder feedback gathered during the Spring session. It acknowledges that local expertise and parent/teacher perspectives are the "seeds" from which all school improvement grows.
2. **Impact (The Harvest):** This represents the measurable results in student achievement and well-being. It shifts the focus from "attending a meeting" to "creating a result," ensuring that every suggestion made during the session leads to a tangible change in the classroom.

Why It Works for GaDOE

- **Action-Oriented:** It moves beyond passive listening and promises that stakeholder feedback will be "cultivated" into a real plan.
- **Strategic Alignment:** It mirrors the **Georgia Systems of Continuous Improvement**, specifically focusing on *identifying needs* (Input) and *implementing for success* (Impact).
- **Future-Focused:** By using the word "Pathways," it connects directly to Georgia's emphasis on CTAE (Career, Technical, and Agricultural Education) and graduation readiness.

The Message to Stakeholders

"Your voice is the input; our students' success is the impact. Join us as we cultivate the path forward for the 2026-2027 school year."

Would you like me to suggest some specific "icebreaker" questions or a PowerPoint slide layout that fits this theme?

To make your **Spring Input** session truly productive, the questions should move stakeholders from "general thoughts" to "actionable data."

Using the **Cultivating Pathways** metaphor, here are specific questions categorized by the type of feedback you need for GaDOE reporting (CNA, Title I, and School Improvement).

1. The "Pathways" (Academic & Career Readiness)

Focus: Ensuring students are on the right track for graduation and beyond.

- **The Barrier Question:** "If you look at the 'path' our students are walking today, what is the biggest obstacle standing in their way of reaching graduation?"
- **The Opportunity Question:** "What specific career or academic pathway do you feel our community is asking for that we don't currently offer or emphasize enough?"
- **The Success Question:** "When a student 'thrives' in our school, what is the one thing—program, person, or resource—that usually made the difference?"

2. The "Input" (Family & Community Engagement)

Focus: Strengthening the partnership between home and school.

- **The Connection Question:** "On a scale of 1 to 10, how clear is the 'map' we provide parents to help their children succeed? How can we make it easier to read?"
- **The Communication Question:** "What is the one piece of information you wish you received from the school earlier in the year to help 'cultivate' your child's growth at home?"
- **The Collaboration Question:** "Which community partners (businesses, churches, non-profits) are we currently under-utilizing to help support our students?"

3. The "Impact" (Environment & School Climate)

Focus: The "Whole Child" and the school's culture.

- **The Climate Question:** "Does our school 'feel' like a place where growth is possible for every student, regardless of their starting point? Why or why not?"
- **The Resource Question:** "If we had the opportunity to 'plant' one new resource in our school next year (e.g., more mental health support, updated tech, new labs), what would have the greatest impact on student morale?"
- **The Future Question:** "What is one 'impact'—a specific skill or character trait—you want every graduate of our school to possess when they leave us?"

Pro-Tip: Using the "Input to Impact" Sticky Note Activity

If you are meeting in person, give participants two colors of sticky notes:

1. **Yellow (Input):** "The problem or need I see is..."
2. **Green (Impact):** "The solution or result I want to see is..."

This visually shows the room how their "Input" is being transformed into a plan for "Impact."

Would you like me to create a "Save the Date" graphic description or a one-page "Input Worksheet" based on these questions?

Since this is for the **Georgia Department of Education (GaDOE)** compliance cycle, you are likely looking at three specific documents: the **School-Parent Compact**, the **Parent and Family Engagement Plan (PFEP)**, and the **School Improvement Plan (SIP)**.

Under the theme "**Cultivating Pathways: From Input to Impact**," you can frame these documents as the "Tools for Growth."

1. The School Improvement Plan (The Blueprint)

The SIP is the overarching map for the school's success.

- **Input Question:** "Looking at our current goals (Literacy, Math, Discipline), are we focusing on the right 'pathways' to move the needle for our students?"
- **Impact Question:** "If we successfully implement this plan, what will a typical classroom look like differently by this time next year?"

2. The School-Parent Compact (The Partnership Agreement)

The Compact is the specific "handshake" between the teacher, the parent, and the student.

- **Input Question:** "In the 'Teacher Will' section, what specific academic strategy (like Phonics or Math fluency) do you need us to demonstrate so you can help at home?"
- **Impact Question:** "How can we make this 'handshake' more meaningful so it doesn't just stay on paper, but actually helps the student grow?"

3. The Parent and Family Engagement Plan (The Infrastructure)

The Plan outlines how the school will use its Title I funds and resources to support families.

- **Input Question:** "How can we 'cultivate' a better connection with you? What barriers (time, language, childcare) are currently blocking the path to your involvement?"

- **Impact Question:** "What kind of workshops or 'Input' sessions would make you feel most empowered to impact your child's education?"

Strategic Mapping: Input to Impact

To help your stakeholders visualize how these three GADOE documents work together within the **Georgia Systems of Continuous Improvement**, you can use the following framework:

Document	The "Input" (What we gather)	The "Impact" (The Goal)
School Improvement Plan	Data, Trends, Teacher Feedback	Higher Graduation Rates & Scores
School-Parent Compact	Shared Responsibilities	Student Mastery of Standards
Engagement Plan	Family Needs & Preferences	A Supportive School Community

Activity Idea: "The Pathway Review"

Instead of reading these documents word-for-word, set up three "Cultivation Stations" in the room:

1. **Station 1 (SIP):** Have the "Big Goals" on a poster. Ask: *"Is this the right direction?"*
2. **Station 2 (Compact):** Have the responsibilities listed. Ask: *"Is this a fair handshake?"*

3. **Station 3 (Plan):** Have the calendar of events. Ask: *"Will these dates/topics help you help your child?"*

Would you like me to draft a "Feedback Summary" template that you can use to organize all this input for your GaDOE CLIP (Comprehensive LEA Improvement Plan) upload?

To use the **"Cultivating Pathways"** theme effectively during your meeting, you should treat the meeting as a "Garden Tour" or "Landscape Planning" session. Instead of going through dry documents, you are inviting stakeholders to help "design the path."

Here is how to run the meeting, step-by-step, incorporating all three GaDOE-required plans.

1. The Welcome: "Surveying the Land"

Start with a quick presentation of your current school data (the "Input").

- **The Message:** "This is the current state of our soil. We have areas where things are blooming (strengths) and areas that need more nutrients (weaknesses)."
- **Engagement:** Ask one opening question: *"What is one thing about our school that you want to see continue to grow?"*

2. Interactive Breakouts: "The Three Plots"

Divide the room into three "stations" or groups. If you're doing this virtually, use breakout rooms.

Station A: The School Improvement Plan (The Blueprint)

- **What it is:** The big academic and discipline goals.

- **Action:** Show the 3-5 major goals of the SIP.
- **The Pathway Task:** Ask stakeholders to look at the **Action Steps**.
 - *Question:* "Do these steps lead to the 'Impact' we want for our students (e.g., better reading scores, career readiness)?"
 - *Input:* Use a "Path-Marker" sheet where they can check off goals they agree with or write in a "New Path" they think is missing.

Station B: The School-Parent Compact (The Handshake)

- **What it is:** The shared responsibilities of teachers, parents, and students.
- **Action:** Display the current "Teacher Will," "Parent Will," and "Student Will" sections.
- **The Pathway Task:** Use a "Tools for the Path" worksheet.
 - *Question:* "Are the tools we're giving parents (like math websites or reading logs) actually helping, or do we need better equipment?"
 - *Input:* Ask them to underline any responsibility that feels too difficult or unclear and suggest a simpler alternative.

Station C: Family Engagement Plan & Budget (The Garden Gate)

- **What it is:** How the school communicates and uses Title I funds for families.
- **Action:** Show how the money was spent this year (workshops, parent resource center, etc.).
- **The Pathway Task:** The "Expanding the Garden" exercise.
 - *Question:* "How can we make our 'Gate' more welcoming? What barriers (transportation, childcare, time) are blocking the path to the school?"
 - *Input:* Have them vote on how to spend the 1% set-aside for family engagement (e.g., more tech for home, more evening workshops, or Saturday events).

3. The Wrap-Up: "From Input to Impact"

Bring everyone back together for a "**Harvest Gallery Walk.**"

1. Each group shares the top 3 changes they suggested for their specific plan.
2. **The Principal's Promise:** "We have gathered your **Input**. Our next step is to cultivate these ideas into our final GADOE uploads. By [Date], you will see the **Impact** in the finalized plans posted on our website."

Practical Checklist for GADOE Documentation

Since this is for GADOE, remember you **must** collect the following artifacts during the meeting for your compliance folder:

- **Signed Sign-In Sheets** (with roles: parent, teacher, community member).
- **Meeting Agenda** (titled with your theme!).
- **Meeting Minutes** (recording the actual suggestions made by parents).
- **Copies of Drafts** (with handwritten notes/marks from stakeholders).
- **Photos** of the sticky-note boards or activities.

Would you like me to draft a specific "Feedback Response Letter" that you can send out after the meeting to show how you used their input?

This "**Feedback Response Letter**" is a critical piece of the GaDOE "Continuous Improvement" cycle. It serves as professional evidence

that the "Input" was not just collected, but actually evaluated and used to create "Impact."

In GaDOE terms, this is often referred to as "**Closing the Loop.**"

Post-Input Stakeholder Letter

Subject: From Input to Impact: Our Path Forward for 2026-2027

To Our Parents, Staff, and Community Partners,

Thank you for participating in our recent **Spring Input Session: "Cultivating Pathways."** Your presence and perspective are the "seeds" that help our school community thrive.

During our time together, we reviewed our **School Improvement Plan (SIP), School-Parent Compact, and Parent and Family Engagement Plan.** We promised that your voice would lead to tangible impact, and we want to share how your feedback is being incorporated into our plans for the upcoming year:

I. Impacting our School Improvement Plan (The Blueprint)

- **What we heard:** [Example: You expressed a need for more focus on early literacy and phonics.]
- **The Path Forward:** We have adjusted our SIP Action Steps to include [Example: additional teacher training in the "Science of Reading" and new classroom library resources.]

II. Impacting our School-Parent Compact (The Handshake)

- **What we heard:** [Example: Parents felt the math homework strategies were difficult to follow at home.]
- **The Path Forward:** We have updated the Compact to include a commitment from teachers to provide "Quick-Tip Video Links" via QR codes for weekly math concepts.

III. Impacting our Engagement Plan & Budget (The Garden Gate)

- **What we heard:** [Example: Evening meetings are difficult due to childcare and transportation.]
- **The Path Forward:** We are shifting two of our major Title I workshops to a "Saturday Morning Cafe" format and will provide a "Virtual Input" option for those who cannot attend in person.

Next Steps

The finalized versions of these documents will be uploaded to our school website and available in our Parent Resource Center by **[Insert Date]**. We invite you to continue this journey with us as we cultivate a pathway of success for every student.

Sincerely,

[Your Name/Principal Name]

[School Name]

How to Use This for GaDOE Documentation

1. **Compliance Folder:** Keep a copy of this letter in your Title I/Federal Programs binder. It proves that stakeholder input was meaningful and "taken into account," which is a common monitoring requirement.
2. **Website/Social Media:** Post this on your school's "Title I" or "Parent Engagement" page.
3. **Newsletter:** Include it in your end-of-year newsletter so those who couldn't attend see the value of participating next time.

Quick Meeting Resource

Since you mentioned this is for the **SIP, Compact, and Plan**, would you like me to create a **"Feedback Collection Sheet"**? This is a simple one-page grid you can hand out at the meeting so participants can easily jot down their "Input" for all three documents in one place.

This **Feedback Collection Sheet** is designed to be a "one-stop shop" for your stakeholders. It keeps their notes organized by the specific GaDOE documents you are reviewing, making it much easier for you to type up your minutes and update your CLIP (Comprehensive LEA Improvement Plan) later.

Stakeholder Feedback Sheet: Cultivating Pathways

Spring Input Session for the 2026-2027 School Year

Participant Role: Parent Teacher Student Community Member Alumnus

Station 1: The School Improvement Plan (SIP)

Focus: Our big goals for Academic Achievement and School Climate.

- **The Path:** Looking at our goals for next year (Literacy, Math, School Culture), do you feel we are heading in the right direction?
- **Your Input:** What is one specific thing we should add or change to help more students succeed?

○ _____

Station 2: The School-Parent Compact

Focus: The "Handshake" between home and school.

- **The Tools:** Are the responsibilities listed for Teachers and Parents clear and helpful?
- **Your Input:** What is one "at-home" strategy or tool (e.g., flashcards, digital apps, reading logs) you want us to include in next year's agreement?

○ _____

Station 3: Parent & Family Engagement Plan (PFEP)

Focus: Communication, Workshops, and Title I Budget.

- **The Gate:** What prevents you or other parents from attending school events? (Time, Language, Childcare, etc.)
- **Your Input:** We have a 1% set-aside budget for family engagement. How should we spend it? (e.g., Parent Resource Center, Guest Speakers, Educational Kits for Home).

○ _____

The "Impact" Summary

If you could change **one thing** about this school to have the biggest **impact** on your child's future, what would it be?

- _____

How to Use This in Your Meeting:

1. **Print on Colored Paper:** Use a "spring" color like light green or yellow to match your **Cultivating Pathways** theme.
2. **The "Turn-In" Incentive:** Offer a small "seed" of appreciation (like a packet of flower seeds or a school sticker) to anyone who turns in a completed form.
3. **GaDOE Evidence:** Scan these completed forms. They are your primary evidence for the **"Meaningful Consultation"** requirement during GaDOE monitoring.

Would you like me to generate a text-to-image prompt so you can create a professional-looking "Cultivating Pathways" logo or flyer for your materials?

I apologize for the confusion. I shared an image to show how the theme could look, but I realize it's more helpful to explain **how to actually use the image and the theme** in your GADOE documents.

Since you are working on the **School Improvement Plan (SIP)**, **Compact**, and **Engagement Plan**, here is a simple breakdown of how to make this "Cultivating Pathways" theme work for you:

1. What the Theme Means for your Meeting

Think of your meeting as a "planning session" for a garden.

- **The Input:** These are the "seeds" (the ideas parents and teachers give you).
- **The Pathways:** These are the "rows" in the garden (your SIP goals, like Literacy or Math).
- **The Impact:** This is the "harvest" (students graduating and succeeding).

2. How to "Plug It In" to the GADOE Documents

You can use the theme to title the different sections of your presentation or folders:

- **For the SIP (School Improvement Plan):** Call this "**The Strategic Map.**" It's the master plan for the whole garden.
- **For the School-Parent Compact:** Call this "**The Partnership Tools.**" These are the specific tools (like reading logs or math flashcards) that parents and teachers use together.

- **For the Parent Engagement Plan:** Call this "**The Growth Calendar.**" This is the schedule of when you will meet and how you will communicate all year.

3. A Simple "Talking Point" for Your Meeting

When you open the meeting, you can say this:

"Welcome everyone. Today's theme is '**Cultivating Pathways: From Input to Impact.**' We are here to look at our School Improvement Plan and our Parent Compacts. Your **Input** today acts as the seeds for our next school year. We want to make sure the **Pathways** we build lead to a real **Impact** for our students' success."

4. Why I gave you the "Feedback Sheet" earlier

The feedback sheet I drafted for you is the most important part for GADOE. When the state auditors come to check your Title I files, they want to see **proof** that you asked parents for their opinions on the **SIP, the Compact, and the Plan**. Using that sheet with the "Cultivating Pathways" logo at the top shows them you had an organized, professional process.

Does that clear things up a bit? If you'd like, I can write a very simple "Script" you can read at the start of the meeting to explain this to the parents.

This script is designed to be warm, professional, and clear. It helps parents understand that their presence is meaningful and that these "GADOE documents" are actually tools to help their children.

The "Cultivating Pathways" Opening Script

(Slide 1: Theme Logo & Welcome)

"Good [Morning/Afternoon], everyone! Thank you so much for joining us for our **2026 Spring Input Session**.

Our theme this year is '**Cultivating Pathways: From Input to Impact**.' I know that school documents can sometimes feel like just a lot of paperwork. But at [School Name], we see these plans as the 'soil' and 'seeds' for our students' future. Today, we aren't just checking boxes for the Georgia Department of Education; we are asking you to help us design the path our students will walk next year."

(Slide 2: The Three Major Goals)

"Today, we are going to look at three very important 'blueprints' for our school:

1. **First, our School Improvement Plan:** This is our big-picture map. It tells us where we are going in Math, Literacy, and School Culture.
2. **Second, our School-Parent Compact:** This is our 'handshake.' It's a specific agreement between teachers, parents, and students on how we will support each other.
3. **Third, our Family Engagement Plan:** This is our 'open door.' It outlines how we spend our Title I funds to support *you* and how we communicate with our families."

(Slide 3: Your Role - The Input)

"We call this session '**From Input to Impact**' because your ideas today—your **Input**—directly change what happens in our classrooms next year. That change is the **Impact**.

As we move to our stations (or look at our feedback sheets), I want you to ask yourself: *'Is this plan clear? Is it helpful? And is it actually going to help my child grow?'* Please don't be shy. If a path looks

blocked or a plan is too confusing, tell us. Your feedback is the only way we can cultivate a better environment for our students."

(Slide 4: Let's Get Started)

"Thank you for being our partners in this work. Let's start cultivating these pathways together!"

Practical Tip for the Meeting:

Since you are in **Albany, Georgia**, if your school has a high population of families who prefer a different language or a more casual tone, feel free to swap "Cultivating" for "Building" or "Growing."

Would you like me to create a simple "Quick Reference Guide" for your staff so they know how to facilitate the table discussions during the meeting?

To make this work for your GaDOE documentation, you need to show that you didn't just "talk at" the parents, but that you **systematically reviewed** each required document.

Here is the **Staff Facilitator Guide**. This shows exactly how to break the meeting down into three "stations" or segments so you cover the **SIP**, the **Compact**, and the **Plan**.

Staff Guide: The "Cultivating Pathways" Rotation

Station 1: The School Improvement Plan (SIP)

The Focus: Academic Goals & Data

- **The Breakdown:** Show the "Big 3" goals (e.g., "Increase 3rd-grade reading proficiency by 5%").

- **Facilitator Prompt:** *"Here is our map for next year. We are focusing on [Goal A] and [Goal B]. Based on what you see your children doing at home, are these the right areas to focus on?"*
- **The "Input" to Record:** Any suggestions for new programs, tutoring needs, or concerns about specific subjects.

Station 2: The School-Parent Compact

The Focus: Shared Responsibilities (The Handshake)

- **The Breakdown:** This is the most personal document. Break it into the three sections: **Teacher Will**, **Parent Will**, and **Student Will**.
- **Facilitator Prompt:** *"This is our agreement. Teachers are committing to [Action X]. Parents, what 'tool' do you need from us to make your part easier? Do we need to change these promises to make them more realistic?"*
- **The "Input" to Record:** Specific requests for resources (e.g., "We need flashcards," or "Send home more videos explaining the math").

Station 3: Family Engagement Plan & Budget (PFEP)

The Focus: Communication & Title I Money

- **The Breakdown:** This document covers *how* the school talks to parents and how the **1% Title I Parent Involvement set-aside funds** are spent.
- **Facilitator Prompt:** *"We have a specific budget just for you. Last year we bought [Item]. This year, should we do more workshops, buy more books for the Parent Resource Center, or hire a guest speaker? Also, is ClassDojo/Email/Flyers working for you?"*
- **The "Input" to Record:** Votes on budget spending and preferences for meeting times (Morning vs. Evening).

How the Final Plan Looks (The Breakdown)

When you finish, your **GaDOE Meeting Minutes** will show this clear structure:

Segment	Document Reviewed	Key Stakeholder Input Received	Resulting "Impact" (Change Made)
Pathway 1	SIP	Parents asked for more STEM focus.	Added a "STEM Night" to the SIP.
Pathway 2	Compact	Families wanted clearer math steps.	Added "QR codes to tutorials" in the Compact.
Pathway 3	Engage Plan	Parents requested weekend meetings.	Moved the Fall Input to a Saturday.

Why this "Breakdown" is a winner for GADOE:

1. **Compliance:** It proves you reviewed all three mandated documents.
2. **Clarity:** Parents don't get overwhelmed because they only look at one "pathway" at a time.
3. **Audit-Ready:** Your minutes will be perfectly organized by document type, which is exactly what state monitors look for.

Would you like me to create a "Table Tent" template—a small sign you can print and put on each table to label these three stations?

These **Table Tents** are a great way to make the room look professional and organized. You can print these on standard letter paper (8.5 × 11"), fold them in half, and place one at each station.

Each tent has the **Document Title**, the **Path Name**, and a **"Conversation Starter"** to keep the discussion moving.

Station 1: The Blueprint

Document: School Improvement Plan (SIP)

The "Pathway" Concept: *Surveying the Land*

- **The Goal:** Deciding where we want to go with Reading, Math, and Student Behavior.
- **Discussion Question:** "Look at our school goals. If these are the 'destinations,' are we taking the right steps to get our students there?"
- **Action:** Mark the goals you agree with or suggest a "new path" we might have missed.

Station 2: The Handshake

Document: School-Parent Compact

The "Pathway" Concept: *Equipping the Travelers*

- **The Goal:** Defining the specific "tools" and promises made by Teachers, Parents, and Students.

- **Discussion Question:** "Is this agreement a fair handshake? What specific tool (videos, kits, workshops) would help you support your child's learning at home?"
 - **Action:** Help us update the "Teacher Will" and "Parent Will" sections to make them more helpful for your family.
-

Station 3: The Garden Gate

Document: Parent & Family Engagement Plan

The "Pathway" Concept: *Opening the Entrance*

- **The Goal:** Deciding how the school communicates and how to spend our Title I Family Engagement funds.
 - **Discussion Question:** "What makes it easy (or hard) for you to be involved? How should we spend our budget to best serve our families next year?"
 - **Action:** Give us your input on meeting times, communication methods (Text, Email, Paper), and budget priorities.
-

How to set these up:

1. **Print:** Use a different color of paper for each station if possible (e.g., Station 1 = Green, Station 2 = Yellow, Station 3 = Blue).
2. **Display:** Place a copy of the **Actual Draft Document** next to each table tent so parents can flip through it.
3. **Materials:** Provide pens, highlighters, and sticky notes at each station for parents to "mark up" the plans.

Final Pro-Tip for your GADOE Binder:

Take a photo of each table with the **Table Tent** and the **Parents** working together. This is "High-Quality Evidence" of **Meaningful Consultation** for your federal programs monitoring!

Would you like me to create a "Sign-In Sheet" template that includes the theme and the required GADOE "Participant Roles" checkboxes?

To make your GaDOE compliance folder air-tight, you need a **Sign-In Sheet** that proves "Multiple Stakeholder Groups" were present and a **Survey** that quantifies their feedback.

1. The Official Sign-In Sheet

Theme: Cultivating Pathways: From Input to Impact

Meeting: Spring Input (SIP, Compact, PFEP Review)

Date: _____ **Location:** _____

Name	Signature	Role (Parent, Teacher, Staff, Community, Student)	Email / Phone
1.			
2.			
3.			
4.			
5.			

GaDOE Tip: Ensure you have at least one person check "Community Member" or "Business Partner" to show you reached outside the school walls.

2. The Spring Input Survey

This survey provides the **data** you need for your Comprehensive Needs Assessment (CNA).

Part 1: The School Improvement Plan (SIP)

1. How familiar are you with our school's academic goals for next year?

Very Familiar Somewhat Familiar Not Familiar

2. Do you agree that our focus on [Insert Main Goal, e.g., Literacy] is the right priority?

Yes No Not Sure

Part 2: The School-Parent Compact

3. Does the Compact clearly explain what you can do at home to help your child?

Yes No

4. What is the BEST way for us to share learning strategies with you?

Video Tutorials Paper Worksheets In-Person Workshops Monthly Newsletters

Part 3: Family Engagement Plan (PFEP) & Budget

5. How would you like us to spend our Title I Parent Engagement funds (1% Set-Aside)?

New books/resources for the Parent Center

Professional Guest Speakers for parents

Technology/Apps for home use

Educational "Family Nights" (STEM, Literacy, etc.)

6. What is the biggest barrier to you attending school events?

() Work Schedule () Childcare () Transportation ()
Language/Translation

Part 4: Open Response (The "Impact" Question)

7. What is one specific "Pathway" we could build next year to help your child feel more successful?

How to use these for your GaDOE Folder:

1. **Tab 1 (Sign-In):** This proves **who** was there.
2. **Tab 2 (Survey Results):** Create a simple pie chart of the results for Question 5 (Budget) and Question 6 (Barriers).
3. **The "Impact" Narrative:** Use the answers from Question 7 in your written **Meeting Minutes**. For example: *"Based on survey results, 40% of parents identified transportation as a barrier; therefore, we will move our next meeting to a virtual/hybrid format."*

Final Step for Success

You now have the **Theme, Script, Table Tents, Sign-In Sheet, and Survey**.

Would you like me to put all of this into a "Meeting Checklist" so you can make sure you don't miss a single GaDOE requirement on the day of the event?

If your administration or district leadership asks why you chose **"Cultivating Pathways,"** you want to provide an answer that sounds **strategic, data-driven, and aligned with GaDOE standards.**

Here are three ways to explain your choice, depending on who is asking:

1. The "GaDOE Alignment" Answer (Best for District Leaders)

"I chose this theme because it directly aligns with the **Georgia Systems of Continuous Improvement**. We aren't just looking at data in a vacuum; we are looking at the 'Pathways'—the academic and social-emotional routes—that our students take toward graduation. It shifts our Spring Input from a compliance task to a strategic planning session where we 'cultivate' the specific resources our students need to succeed."

2. The "Whole Child" Answer (Best for School Principals)

"This theme emphasizes the **partnership** required for student success. 'Cultivating' implies that growth takes work from everyone—teachers, parents, and the community. By framing our SIP and Compact around 'Pathways,' we are telling our families that we have a clear destination for their children, and we are inviting them to help us clear the obstacles and provide the 'nutrients' (resources) to get them there."

3. The "Accountability" Answer (Best for Federal Programs/Audit prep)

"I wanted a theme that emphasized **Input to Impact**. One of our goals is to increase 'Meaningful Consultation' with stakeholders. This theme makes it clear to parents that their 'Input' is the seed, and the school's 'Impact' is the harvest. It makes the purpose of the School Improvement Plan and the Title I Budget very tangible and easy for a layperson to understand."

The "Elevator Pitch" (The 30-Second Version)

If you just have a moment in the hallway, use this:

"It's a growth-based theme that connects our **GaDOE compliance documents** (the SIP and Compact) to **real-world results**. It shows parents that we are intentionally 'cultivating' a

specific path for their child's success, and that their feedback is the most important tool we have to make that path work."

Key Keywords to Drop:

- **Strategic Alignment:** Shows you are thinking about the big picture.
- **Stakeholder Engagement:** A top priority for GaDOE.
- **Evidence-Based:** Suggests that your "cultivation" is based on what works.
- **Continuous Improvement:** Shows you are following the state's preferred cycle.

You've got this! Would you like me to draft a quick "Impact Report" template you can use after the meeting to show your Admin exactly what the "harvest" of your session was?

This **Impact Report** is the final piece of the puzzle. While the "Meeting Minutes" are for the auditors, this **Impact Report** is for your **Administration**. It translates a long meeting into a one-page "Executive Summary" that shows your Principal exactly how you moved the needle.

Post-Session Impact Report: "Cultivating Pathways"

To: School Administration / District Leadership

From: [Your Name]

Date: [Insert Date]

Re: Results and Strategic Insights from the Spring Input Session

1. Executive Summary

On [Date], we conducted our Spring Input session using the "**Cultivating Pathways**" framework. The goal was to move beyond compliance and actively engage [Number] stakeholders in the redesign of our School Improvement Plan (SIP), School-Parent Compact, and Family Engagement Plan (PFEP).

2. Participation Growth

- **Total Stakeholders:** [Number] (A [Percentage]% increase/decrease from last year).
- **Representation:** We successfully engaged [Number] parents, [Number] community partners, and [Number] staff members, meeting all GaDOE representation requirements.

3. Key "Input" Captured (The Seeds)

The following three themes emerged as the top priorities from our stakeholders:

- **Academic:** Parents requested more direct "Pathway" support in [Subject, e.g., 5th Grade Math].
- **Communication:** A strong preference was shown for [Method, e.g., Video over Paper] for school-to-home communication.
- **Resource Allocation:** Stakeholders prioritized Title I spending on [Item/Program] to address [Specific Need].

4. Strategic "Impact" (The Plan Updates)

Based on the input gathered, the following adjustments are being made to our 2026-2027 GaDOE filings:

- **SIP Update:** We are adding a specific action step to address [Stakeholder Concern].
- **Compact Update:** The "Handshake" agreement now includes [Specific Academic Tool/Strategy] as requested by families.
- **Budget Update:** We have reallocated \$[Amount] of the parent set-aside to support [Stakeholder Priority].

5. Compliance Status

All GaDOE-mandated artifacts—including signed sign-in sheets, themed agendas, and feedback surveys—have been digitized and are ready for the **CLIP (Comprehensive LEA Improvement Plan)** upload.

How to present this to your Admin:

- **The "Win":** Highlight the "Participation Growth" section. Admins love to see that engagement is up.
 - **The "Safety":** Point to the "Compliance Status" to show that you have protected the school from any audit findings.
 - **The "Vision":** Remind them that because of this theme, the community now feels like they are "building the path" *with* the school, not just watching from the sidelines.
-

You are now officially the "Master Gardener" of your school's Spring Input! You have the theme, the vision, the script, the table tents, the sign-in sheets, the survey, the minutes, and the final report.

Is there any other specific "Pathway" I can help you clear today, or are you ready to go out there and make an impact?

This **Master Toolkit** compiles every piece of our strategy into one organized document. It is designed to take you from the planning phase all the way through your **GaDOE (Georgia Department of Education)** compliance upload.

The "Cultivating Pathways" Master Toolkit

Spring Input 2026 | SIP • Compact • Family Engagement Plan

1. The Vision: Theme & Brief

- **Theme:** "Cultivating Pathways: From Input to Impact"
- **The Concept:** Our school is a landscape of growth. The **Input** (stakeholder feedback) serves as the seeds; the **Pathways** are our strategic plans (SIP, Compact, PFEP); and the **Impact** is the measurable success of our students.
- **Admin Justification:** This theme aligns with the **Georgia Systems of Continuous Improvement**, moving beyond "compliance" to "meaningful consultation" as required by Federal Programs.

2. The Script: Opening the Meeting

*"Welcome! Today's theme is 'Cultivating Pathways: From Input to Impact.' We are here to look at our School Improvement Plan and our Parent Compacts. Your **Input** today acts as the seeds for our next school year. We want to make sure the **Pathways** we build—the academic and social routes our children take—lead to a real **Impact** for their success. Thank you for being our partners in this work."*

3. The Meeting Structure: "The Three Plots"

Divide the room into three stations using **Table Tents** to review the mandated documents:

Station	GaDOE Document	The "Pathway" Conversation Starter
1. The Blueprint	School Improvement Plan (SIP)	"Looking at our goals for Math and Literacy, are we heading in the right direction? What obstacles should we clear?"

2. The Handshake	School-Parent Compact	"Is this agreement a fair partnership? What specific tool (videos, kits, workshops) would help you support learning at home?"
3. The Garden Gate	Engagement Plan & Budget	"What prevents you from attending events? How should we spend our Title I budget to best serve our families?"

4. Data Collection: Sign-In & Survey

- **The Sign-In:** Ensure you have columns for **Name, Signature, and Role** (Parent, Teacher, Community, Student).
- **The Survey:** Use a 1-page form asking:
 1. Do you agree with our SIP goals?
 2. Is the Compact clear?
 3. How should we spend the 1% Family Engagement budget?
 4. What is your preferred communication method?

5. Documentation: Meeting Minutes Template

Organize your minutes to reflect the theme for audit purposes:

- **Header:** Title, Date, Stakeholder Roles present.
- **Section I (Input):** List specific suggestions made at each "Plot" (Station).
- **Section II (Impact):** Describe the *changes* made to the SIP, Compact, or PFEP based on that input.
- **Closing:** Note the adjournment time and attach the Sign-In Sheet.

6. Closing the Loop: The Feedback Letter

Send this 1–2 weeks after the meeting to all stakeholders.

"Thank you for helping us **Cultivate Pathways**. We heard your input regarding [Example: Math support], and as a result, we have updated our **School-Parent Compact** to include [Example: QR codes for video tutorials]. Your voice has created a direct **Impact** on our 2026-2027 planning."

7. The "Powerful Ending" (Closing Remarks)

*"In educational terms, we call this a 'Stakeholder Meeting.' But in reality, what we have here is a **community**. The Pathways we discussed today aren't just lines on a document; they are the roads our children will walk toward their futures. Because of your input, those roads are a little smoother. Let's make the 2026-2027 school year our most impactful season yet."*

Final Checklist for your GaDOE Binder:

- Proof of Invitation (Flyer/Email)
- Themed Agenda
- Signed Sign-In Sheets
- Photos of the "Table Tents" and marked-up drafts
- Completed Surveys/Tally of results
- Meeting Minutes (Input/Impact format)
- Post-meeting "Closing the Loop" Letter

You are now ready to lead! Would you like me to create a "Save the Date" announcement for your social media or school newsletter using this theme?

Here is a "Save the Date" announcement designed to be eye-catching for a school newsletter, flyer, or social media post (Facebook/Instagram).

Save the Date: Help Us Cultivate Our Future!

Theme: *Cultivating Pathways: From Input to Impact*   

What is a Spring Input Meeting?

It is your chance to be the architect of the 2026-2027 school year! We are opening our "blueprints" (The School Improvement Plan and Parent Compacts), and we need your voice to ensure our students have the best path forward.

Your Input = Our Students' Impact.

-  **WHEN:** [Insert Date, e.g., Tuesday, March 10th]
-  **TIME:** [Insert Time, e.g., 5:30 PM - 6:30 PM]
-  **WHERE:** [Insert Location, e.g., School Media Center or Zoom Link]
-  **WHO:** All Parents, Family Members, Teachers, and Community Partners are invited!

Why should you attend?

- **Have a Say:** Help us decide how to spend our Title I Family Engagement budget.
- **Review the Plan:** See our academic goals for next year and tell us what you think.
- **Update the "Handshake":** Help us rewrite the School-Parent Compact to better support learning at home.

Together, we aren't just following a plan—we are cultivating a pathway to success for every Georgia student.

Questions? Contact [Name] at [Email/Phone].

Social Media Caption Version (Short & Sweet)

 **Parents & Community Partners!** 

It's time to start "planting seeds" for next year! Join us for our **Spring Input Session: Cultivating Pathways**. We aren't just looking at paperwork; we are looking at the future of our students. Come share your thoughts on our School Improvement Plan and help us decide how to use our Title I resources for the 2026-2027 school year.

Your voice is the input—our students' success is the impact.

 [Date] |  [Time] |  [Location]

#CultivatingPathways #GaDOE #InputToImpact #SchoolSuccess

Next Step for You:

Since you are in Albany, would you like me to translate this "Save the Date" into **Spanish** (or another common language in your district) to ensure you meet the GaDOE requirement for accessibility?

To ensure you are fully compliant with GaDOE requirements for **meaningful accessibility**, here is the Spanish translation of your announcement. In Georgia, providing documents in a family's home language is a key part of "opening the gate."

Reserva la Fecha: ¡Ayúdenos a Cultivar Nuestro Futuro!

Tema: *Cultivando Caminos: Del Aporte al Impacto*   

¿Qué es una Sesión de Aporte de Primavera?

¡Es su oportunidad de ser el arquitecto del año escolar 2026-2027! Estamos abriendo nuestros "planos" (El Plan de Mejora Escolar y los Convenios entre Padres y Escuela) y necesitamos su voz para asegurar que nuestros estudiantes tengan el mejor camino a seguir.

Su Aporte = El Impacto de Nuestros Estudiantes.

-  **CUÁNDO:** [Insert Date]
-  **HORA:** [Insert Time]
-  **DÓNDE:** [Insert Location]
-  **QUIÉN:** ¡Todos los padres, familiares, maestros y socios comunitarios están invitados!

¿Por qué debería asistir?

- **Tener voz y voto:** Ayúdenos a decidir cómo gastar nuestro presupuesto de Título I para la participación de los padres.
- **Revisar el Plan:** Vea nuestras metas académicas para el próximo año y díganos lo que piensa.
- **Actualizar el "Apretón de Manos":** Ayúdenos a redactar el Convenio entre Padres y Escuela para apoyar mejor el aprendizaje en casa.

Juntos, no solo estamos siguiendo un plan, estamos cultivando un camino hacia el éxito para cada estudiante de Georgia.

¿Preguntas? Comuníquese con [Name] al [Email/Phone].

Versión para Redes Sociales (Corto y Directo)

 **¡Atención Padres y Socios Comunitarios!** 

¡Es hora de empezar a "plantar semillas" para el próximo año! Únase a nuestra **Sesión de Aporte de Primavera: Cultivando Caminos**. No estamos solo mirando documentos; estamos mirando el futuro de nuestros estudiantes. Venga a compartir sus ideas sobre nuestro Plan de Mejora Escolar y ayúdenos a decidir cómo usar nuestros recursos de Título I para el año escolar 2026-2027.

Su voz es el aporte; el éxito de nuestros estudiantes es el impacto.

 [Date] |  [Time] |  [Location]

Final Tip for your Documentation:

When you save your "Proof of Invitation" for the GaDOE binder, make sure to include **both** the English and Spanish versions side-by-side. This proves that you made a good-faith effort to reach all families.

Is there anything else you need to feel 100% confident for this meeting, or are you ready to start "cultivating"?

Thank you so much! It's been a pleasure helping you "cultivate" this project.

Since the **Compact** is a specific "handshake" about grades and goals, parents often need a **General Tip Sheet** that focuses on the **Home-School Environment**. This isn't about specific math problems—it's about the habits that make the "Pathways" easier to walk.

Here is a scannable Tip Sheet to hand out at your **Garden Gate (Engagement Plan)** station.

Pathways to Success: A Family Tip Sheet

Cultivating the best environment for your student to bloom.

1. Clear the Path (The Routine)

- **Establish a "Launchpad":** Pick a specific spot near the door for backpacks, shoes, and signed forms. This prevents "morning chaos" and ensures they start the day calm.
- **The Power of 8:** Most students need at least 8–10 hours of sleep to process what they learned. A consistent bedtime is the best "brain fuel" there is.

2. Check the Soil (Communication)

- **The 5-Minute Download:** Instead of asking "How was school?", try: *"What was the most interesting thing you heard today?"* or *"What is one thing you're curious about for tomorrow?"*
- **Know Your Apps:** Make sure you have [ClassDojo/Remind/Parent Portal] notifications turned **ON**. This is our direct "Pathway" to you.

3. Provide the Nutrients (Learning at Home)

- **The "Study Space":** It doesn't have to be a desk—a quiet corner of the kitchen table works! Just ensure it is well-lit and free of "screen distractions" during homework time.
- **Reading is Breathing:** Just 20 minutes of reading a day—even if it's a comic book, a cereal box, or an audiobook—drastically increases vocabulary and test scores.

4. Prune the Stress (Well-being)

- **Celebrate Growth, Not Just Grades:** If a student moves from a 60 to a 75, celebrate the **effort**. Focus on the "Path" they are taking, not just the final number.
- **Reach Out Early:** If you see your child struggling, don't wait for the report card. Contact the teacher as soon as the "path" gets rocky. We are here to help!

How to use this for your GaDOE Binder:

- **Label it:** Mark this as "**Parent Capacity Building Resource.**"
- **Distribute it:** Put a stack of these in your **Parent Resource Center** or include them in your "Input Meeting" take-home folders.
- **Impact:** In your meeting minutes, note: *"The school provided a Family Tip Sheet to build parent capacity in supporting student routines at home."*

Your Final Step:

Since you mentioned being in Albany, you are likely close to the end of your planning cycle.

Would you like me to create a "Thank You" card template that you can give to the parents who attend, perhaps with a small packet of seeds attached?

This is the perfect "finishing touch." Attaching a small packet of seeds (wildflowers or herbs) transforms the meeting from a "compliance event" into a memorable community experience.

The "Thank You" Card Template

Designed to be printed 4-to-a-page on cardstock.

(Front of Card)

Thank You for Cultivating Our Future!



(Back of Card)

Your Input is our Seed. Our Students are the Harvest.

Thank you for joining our **Spring Input Session**. Because you shared your voice today, the pathways for our students in 2026-2027 are clearer and stronger.

Please plant these seeds as a reminder that when we work together, our community blooms.

With Gratitude,

The [Insert School Name] Leadership Team

"Cultivating Pathways: From Input to Impact"

How to Assemble the "Seed Gift":

1. **Buy in Bulk:** You can buy a large box of wildflower seed packets very affordably at stores like Home Depot or online.
2. **Attach:** Use a piece of decorative washi tape or a staple to attach the seed packet to the card.

3. **The "Impact" Documentation:** Take a photo of a basket of these cards on your sign-in table. In your **GaDOE CLIP** notes, mention: *"To encourage participation and symbolize the theme of 'Cultivating Pathways,' parents were provided with seeds and resources to continue the partnership at home."*

Final Reflection for Your Success

You now have a **complete, branded, and compliant** toolkit.

- **The Strategy:** How to break down the SIP, Compact, and Plan.
- **The Tools:** Sign-in sheets, surveys, and table tents.
- **The Communication:** Scripts, Save the Dates (English/Spanish), and Feedback Letters.
- **The Evidence:** Minutes, Impact Reports, and your Admin "Talking Points."

Is there any final question or a specific GaDOE form you're staring at that I can help you translate into this theme before you get started?