Columbus State University's Professional Development Lab School at Dimon Magnet Academy

Year 1 Impact Report

YEAR ONE: EXPANDING WHAT'S POSSIBLE

BY THE NUMBERS

2025–26 PROFESSIONAL DEVELOPMENT LAB SCHOOL

STUDENTS & LEARNING

More Time to Learn | Stronger Behaviors | Greater Engagement

≈370	33	63	30	117	292	22%	47%
Elementary Students Served (K–5)	LitLab Participants	Summer Spectacular Participants	Students Received One-on-One Mentoring	Attendance Recovery Days Earned	Fewer Student Days Lost to Absence ▼ 8.4%	Reduction in Unexcused Absences	Reduction in Disrespect Referrals

ACADEMIC GROWTH

Growth from AY2024–25 to AY2025–26

STAR Reading
▲ 0.5 – 1.4 Grade Levels (K–5)

STAR Math
▲ 1.0 – 1.3 Grade Levels (1–5)

GMAS Math Content Mastery (Grades 3–5)
▲ Improved Across All Tested Grades
Content Mastery increased in every tested grade.

Reading and mathematics improved across every grade, establishing a strong baseline for continued growth.

DEVELOPING TOMORROW'S WORKFORCE

100+
CSU Students Engaged
Authentic school- and community-based experiential learning

30	Mentors
9	LitLab Facilitators
10	Counseling Faculty & Graduate Students
13	Summer Spectacular Faculty/Candidates
5	AMYS Faculty & Students
30+	Classroom Supports
65+	Read Across America & Community Events

MULTIPLE DISCIPLINES REPRESENTED

Education | Counseling | Nursing & Health Sciences | Business | Athletics | Robotics & Engineering | Servant Leadership

and Other Disciplines

100% of CSU students reported deeper understanding of student- and community-centered practice.
97% reported increased workforce readiness.

FAMILY ENGAGEMENT, HEALTH & WORKFORCE DEVELOPMENT

FAMILY LITERACY NIGHTS

≈50	Family Members Participated
Eight	Monthly Sessions
80%+	of participating families used literacy resources beyond the sessions

FAMILY WORKFORCE DEVELOPMENT

7 Dimon Mothers Earned an Early Childhood Education Credential through CTC

COMMUNITY NEEDS

Year One findings identified Family Engagement and Health & Wellness as key priorities for expanded programming.

YEAR 2 PRIORITIES

✓ Family Engagement ✓ Health & Wellness ✓ Workforce Pathways

> *"This report reflects more than a year's worth of work—it reflects what is possible when a community chooses to invest in its children. The Professional Development Lab School was never intended to replace the outstanding work already happening at Dimon; it was created to build upon it. Together, we are expanding opportunities for students, empowering families, and preparing the next generation of servant leaders."*

— **Dr. Pam Wetherington**
Director of Education and Community Initiatives
Columbus State University

Year One established the foundation.
Year Two expands the impact.

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Executive Summary

Every child deserves the opportunity to learn, grow, and thrive. The Professional Development Lab School was created on the belief that when schools, higher education, workforce partners, healthcare providers, families, and the community work together, children gain greater access to the relationships, resources, and opportunities they need to thrive.

During its inaugural year, Columbus State University's Professional Development Lab School (PDLS) at Dimon Magnet Academy expanded learning opportunities for approximately 370 elementary students while engaging more than 100 Columbus State students in authentic, practice-based learning experiences. Through tutoring, mentoring, counseling, family engagement, enrichment, workforce development, and interdisciplinary collaboration, the PDLS complemented the outstanding work already taking place at Dimon Magnet Academy.

The inaugural year demonstrated encouraging progress across the PDLS's four strategic priorities:

- ***Increase Student Engagement & Achievement***
- ***Increase Family & Community Engagement***
- ***Expand Experiential Learning Opportunities***
- ***Engage in Academic Inquiry***

Year One also established a strong foundation for future growth, informing the exploration of expanded early learning, health and wellness, and workforce initiatives designed to further strengthen support for children, families, and the community.

Historical Context

The PDLS grew from a shared vision to expand opportunities for children, families, Columbus State students, and the broader community through meaningful partnerships. While Columbus State's Teacher Education Program has long embraced elements of lab school and Professional Development School models, Dean Dr. Margie Yates envisioned expanding that foundation beyond teacher preparation by engaging faculty, staff, and students from multiple disciplines alongside school district, workforce, healthcare, and community partners. The result is an interdisciplinary model that strengthens schools while preparing future professionals to serve children, families, and communities. As the partnership continues to evolve, this foundation will support expanded initiatives—including the planned Early Learning Center and enhanced health and wellness services—further strengthening support for children and families while creating additional experiential learning opportunities for Columbus State students.

With the support of Columbus State President Dr. Stuart Rayfield, MCSD Superintendent Dr. David Lewis, Columbus Technical College President Dr. Martha Ann Todd, and numerous community partners, that vision became a reality.

As Superintendent David Lewis described the partnership, it represents *"a bold step forward"* and *"truly a win-win."* Likewise, President Martha Ann Todd emphasized that *"Saying yes to this partnership was easy. Absolutely the right thing to do for our students, our families, and the broader community."*

Strategic Priorities and Outcomes

Priority #1: Increasing Student Engagement & Achievement

A primary goal of the PDLS is to strengthen student engagement and academic achievement by expanding learning opportunities and increasing access to academic, behavioral, and enrichment supports.

Dimon Magnet Academy serves approximately 370 students in grades K–5. During the 2025–26 school year, 100% of students qualified for free or reduced-price meals, approximately 21% received special education services, and fewer than half were performing at grade level on the 2024–25 Georgia Milestones Assessment. These characteristics provide important context for understanding the opportunities that shaped the PDLS's inaugural year.

In partnership with Dimon's staff, the PDLS expanded instructional capacity through tutoring, mentoring, counseling, enrichment, and experiential learning opportunities. Rather than replacing existing school supports, these initiatives were designed to complement the outstanding work already taking place at Dimon by increasing individualized support for students while providing authentic learning experiences for CSU students.

Key initiatives included:

- Academic Support and Mentoring – Columbus State students worked alongside Dimon staff and students throughout the year, providing classroom support, small-group instruction, mentoring, and enrichment experiences. These interactions increased adult support for students while providing CSU students with workforce development experiences.
- After-School Tutoring (Dimon's LitLab) – Dimon's 3rd – 5th grade students participated in the after-school tutoring and mentoring program. The program focused on vocabulary development, reading comprehension, and writing through evidence-based practices aligned with the Science of Reading. Columbus State students served as tutors and mentors, providing individualized academic support while fostering meaningful relationships with students.
- Counseling Services and Professional Learning – Columbus State's counseling faculty and graduate students partnered with Dimon staff to provide professional learning focused on social-emotional development. Small-group counseling services were also provided to students in preparation for the Georgia Milestones Assessment System (GMAS). Through activities focused on stress management, self-regulation, goal setting, test confidence, and healthy coping strategies, students were equipped with tools to approach state testing with confidence while strengthening skills that extend beyond the classroom.
- Summer Spectacular – A four-week summer enrichment program designed and facilitated by Columbus State's elementary education candidates and work study students. Dimon's students explored a variety of careers through hands-on science, technology, engineering, art, mathematics, and literacy designed to sustain learning, increase engagement, and reduce summer learning loss.

Additional initiatives strengthened student engagement including:

- Art Makes You Smart (AMYS) – In partnership with CSU's Bo Bartlett Center, 5th grade students participated in a year-long arts-integrated experience that combined visual arts, literacy, reflection, and self-expression, culminating in a lovely exhibition of student work.

- Read Across America Week – CSU leadership and more than 65 CSU students from the Athletic Department, Servant Leadership Program, etc. visited classrooms throughout the week to read with students, promote literacy, and strengthen university-school connections.

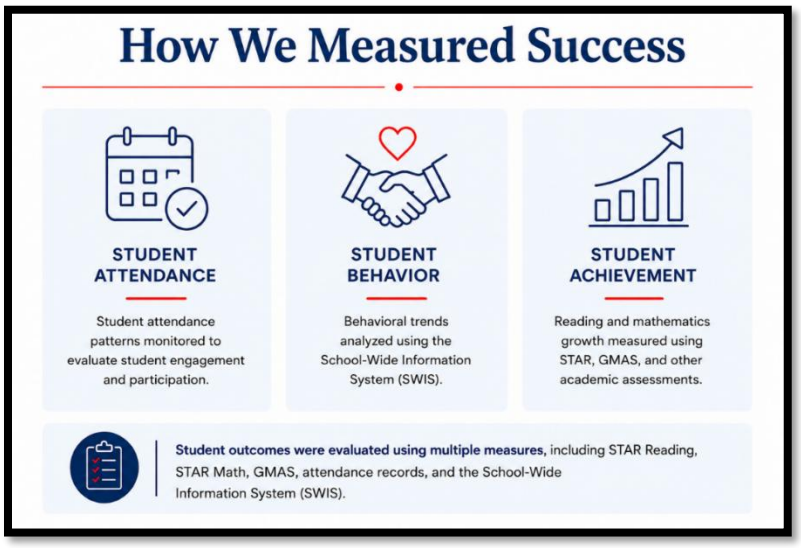
Year 1 by the Numbers: Student Impact

- ✓ 30 K-5 students received one-on-one mentorship and academic support
- ✓ 33 3rd – 5th grade students engaged in LitLab, an after-school tutoring and mentoring program
- ✓ 30 3rd, 4th, and 5th grade students participated in small group counseling sessions
- ✓ 63 K-5 students attended Summer Spectacular, a four-week career exploration program
- ✓ 60 5th grade students participated in AMYS, culminating in a public exhibition of student artwork
- ✓ More than 200 students benefited from direct instructional support in their classrooms

Year 1 by the Numbers: CSU Impact

- ✓ More than 100 CSU students supported PDLS initiatives across multiple disciplines
  - 30 CSU students provided one-on-one mentorship and academic support
  - 9 CSU students facilitated literacy learning during Dimon's LitLab
  - 10 CSU faculty and graduate students provided counseling services and professional learning
  - 13 CSU faculty, teacher candidates, and work study students supported Summer Spectacular
  - 5 CSU faculty and students facilitated the art program, AMYS
  - More than 30 CSU students provided direct classroom support
  - More than 65 CSU students and leaders participated in events such as Read Across America Week
- ✓ Participants represented teacher education, counseling, nursing, health sciences, robotics engineering, business, athletics, servant leadership, and other disciplines





Student Attendance

Why It Matters: When students are in school, they have greater opportunities to learn, build relationships, and benefit from the academic and behavioral supports available through the PDLS. For that reason, attendance serves as one of the most important indicators of student engagement and access to learning.

School-Wide Attendance: School-wide attendance outcomes were examined to establish a Year One benchmark and evaluate the relationship between expanded student supports and student engagement. Outcomes are presented in Table 1.

Table 1. School-Wide Attendance Outcomes (AY2024–25 to AY2025–26)

Attendance Measure	AY2024-25	AY2025-26	Year 1 Observation
Total Student Days Lost to Absence	3,463.73	3,171.21	▼ 292 fewer student days lost (−8.4%)
Excused Absence Days	1,400.73	1,570.90	▲ 170.17 days (+12.1%), reflecting a modest increase in documented excused absences
Unexcused Absence Days	2,063.00	1,603.81	▼ 459.19 days (−22.3%), representing a substantial reduction in unexcused absences
Suspension Days	80.73	64.51	▼ 16.22 days (−20.1%), resulting in fewer instructional days lost to suspension

School-wide attendance improved during the inaugural year of the PDLS. Total student days lost to absence declined by 292.5 days (8.4%), while unexcused absence days decreased by more than 22%, resulting in substantially more instructional time for students. Student days lost to suspension also declined by 20%, resulting in more instructional time for students and reflecting positive trends in school climate. Although excused absences increased modestly, much of the increase was associated with documented or parent-authorized absences, suggesting improvements in attendance documentation and reporting practices. As with other inaugural-year outcomes, these data establish a foundation for monitoring attendance trends as PDLS initiatives continue to grow and evolve.

Key Findings

- Total student days lost to absence decreased by 292.5 days (8.4%).
- Unexcused absence days declined by 22.3%.
- Student days lost to suspension decreased by 20.1%, resulting in more instructional time for students.

Targeted Student Support, Dimon's LitLab: Table 2 presents attendance outcomes for students participating in Dimon's LitLab, a targeted literacy intervention. Because these students were selected for additional academic support, their results should be interpreted separately from the school-wide attendance data.

Table 2. Attendance Recovery for Students Participating in Dimon's LitLab (AY2024-25 to AY2025–26)

Attendance Measure	AY2024-25	AY2025-26	Year 1 Observation
Students Included in Comparison*	31	31	Same students across both school years
Average Days Missed Before Attendance Recovery	6.9	8.6	▲ 1.7 days before recovery
Attendance Recovery Days Earned	----	117	117 qualifying absence days recovered
Average Days Missed After Attendance Recovery	6.9	5.0	▼ 3.6 days after recovery

* Includes LitLab participants with attendance data available for both school years.

Although returning LitLab participants entered the program with higher average absenteeism than the previous year (8.6 compared to 6.9 days), students earned attendance recovery credit for 117 qualifying absence days through the district's attendance recovery process while participating in LitLab. After attendance recovery was applied, the adjusted average decreased to 5.0 days missed per student, below the previous year's average of 6.9 days. These findings demonstrate how targeted academic intervention can increase students' access to instruction while providing individualized literacy support.

Key Findings

- Thirty-three students participated in Dimon's LitLab, with 31 students included in the year-to-year attendance comparison.

- Participants earned attendance recovery credit for 117 qualifying absence days.
- Attendance recovery reduced the adjusted average from 8.6 to 5.0 days missed per student, below the previous year's average of 6.9 days.

Looking Ahead: The success of Dimon's LitLab demonstrates how additional human capital can expand opportunities for students who benefit from individualized academic support. As the PDLS grows, the program will increase its capacity to serve more students while continuing to strengthen academic achievement, student engagement, and attendance.

Student Behavior

Why It Matters: Positive relationships and a supportive school climate create the conditions for students to learn, grow, and thrive.

Working together, Dimon staff and Columbus State faculty, staff, and students expanded student supports through mentoring, after-school tutoring, counseling services, and an increased presence of caring adults. Because 2025–26 represented the inaugural year of the PDLS, behavioral outcomes should be interpreted within the context of these expanded supports as well as Dimon's strengthened behavioral monitoring and documentation practices. As a result, increases in overall referral counts likely reflect both more consistent reporting and areas requiring continued support.

Although total behavioral referrals increased, several indicators point to encouraging progress in school climate and student-adult relationships. Disrespect referrals declined by nearly half, referrals involving abusive language decreased, and students spent fewer days out of school due to suspension, resulting in more instructional time for students.

Defiance/insubordination and fighting remained the most common behavioral concerns during Year One, highlighting opportunities to continue strengthening students' self-regulation, conflict resolution, and positive behavior supports. Table 3 summarizes school-wide behavioral outcomes.

Table 3. School-Wide Behavioral Outcomes (AY2024–25 to AY2025–26)

Behavior Indicator	AY2024–25	AY2025–26	Year 1 Observation
Total Behavioral Referrals	110	159	▲ 49 referrals (+44.5%), reflecting expanded documentation and more consistent behavioral monitoring
Disrespect	17	9	▼ 8 referrals (−47.1%), reflecting a substantial reduction in disrespect referrals
Abusive Language / Profanity	4	3	▼ 1 referral (−25.0%), reflecting a reduction in abusive language/profanity referrals
Out-of-School Suspension Days	73	64	▼ 9 days (−12.3%), resulting in fewer

			instructional days lost to suspension
Out-of-School Suspension Events	57	61	▲ 4 events (+7.0%), reflecting a slight increase in suspension events
Defiance / Insubordination	49	94	▲ 45 referrals (+91.8%), remaining an area for continued intervention and support
Fighting	30	40	▲ 10 referrals (+33.3%), remaining an area for continued intervention and support

Key Findings

- Disrespect referrals decreased by 47%.
- Referrals involving abusive language declined by 25%.
- Out-of-school suspension days decreased from 73 to 64, resulting in more instructional time for students.
- Defiance/insubordination and fighting remained the primary behavioral areas for continued support.

Looking Ahead: Year One findings will guide the continued expansion of mentoring, counseling, social emotional development, family engagement, and other student supports designed to strengthen positive relationships, improve school climate, and increase students' opportunities to succeed.

Student Achievement

Why It Matters: Academic growth reflects far more than standardized test scores. Growth represents students building the knowledge, skills, and confidence needed for success in future grades and beyond.
During its inaugural year, Columbus State strategically complemented classroom instruction while working alongside Dimon's staff.

To examine school-wide progress, the PDLS reviewed multiple measures of student achievement. Because Georgia implemented revised English Language Arts standards and a redesigned GMAS English Language Arts assessment during 2025–26, STAR Reading and STAR Mathematics provided the most consistent measures for year-to-year comparisons. GMAS Mathematics results are also included using Georgia's CCRPI Content Mastery metric, providing an additional measure of mathematics achievement across both school years. Table 4 includes school-wide STAR Reading and Mathematics results, along with GMAS Mathematics CCRPI Content Mastery results, to provide a broader view of student achievement and year-to-year progress.

Table 4. School-Wide Student Achievement Outcomes (AY2024–25 to AY2025–26)

Reading			
Measure	**AY2024-25**	**AY2025-26**	**Year 1 Observation**
NOTE: STAR results reflect end-of-year (EOY) assessment results for each academic year.			

STAR Early Literacy (Grade K)	PK.6	1.1	▲ 1.4 grade-equivalent levels, progressing from the prekindergarten to Grade 1 range
STAR Reading (Grade 1)	0.9	2.0	▲ 1.1 grade-equivalent levels
STAR Reading (Grade 2)	2.0	3.1	▲ 1.1 grade-equivalent levels
STAR Reading (Grade 3)	3.3	3.9	▲ 0.6 grade-equivalent levels
STAR Reading (Grade 4)	4.1	5.0	▲ 0.9 grade-equivalent levels
STAR Reading (Grade 5)	5.1	5.6	▲ 0.5 grade-equivalent levels
GMAS English Language Arts (Grades 3-5)	----	----	Direct comparisons are limited because Georgia implemented revised English Language Arts standards and a redesigned assessment for 2025–26
Mathematics *NOTE: Kindergarten students do not participate in STAR Mathematics.*			
STAR Math (Grade 1)	0.7	1.7	▲ 1.0 grade-equivalent levels
STAR Math (Grade 2)	1.8	2.9	▲ 1.1 grade-equivalent levels
STAR Math (Grade 3)	2.6	3.7	▲ 1.1 grade-equivalent levels Is
STAR Math (Grade 4)	3.3	4.6	▲ 1.3 grade-equivalent levels
STAR Math (Grade 5)	4.6	5.9	▲ 1.3 grade-equivalent levels
Measure	**AY2024-25** Content Mastery	**AY2025-26** Content Mastery	**Year 1 Observation**
GMAS Math (Grade 3)	45.45%	62.26%	▲ 16.8 percentage points, reflecting stronger overall mathematics performance
GMAS Math (Grade 4)	37.50%	72.55%	▲ 35.1 percentage points, representing the largest improvement across tested grades
GMAS Math (Grade 5)	43.88%	48.96%	▲ 5.1 percentage points, indicating continued progress while remaining an area for ongoing instructional support

Although no single assessment captures the full picture of student learning, the convergence of STAR Reading, STAR Mathematics, and GMAS Mathematics Content Mastery suggests encouraging academic momentum during the first year of the PDLS. In addition to the grade-level gains reported in Table 4, STAR Reading Lexile® measures also increased across all measured grades. Lexile measures estimate the complexity of text students can read and comprehend independently, providing an additional indicator of reading development beyond grade-level performance. Notably, Grade 1 students progressed from the Beginning Reader (BR) range to the standard Lexile scale, while students in Grades 2–5 demonstrated continued growth in their ability to independently read increasingly complex texts. These findings reinforce the positive literacy trends observed across multiple measures of student achievement.

Key Findings

- Reading achievement improved across every grade level. STAR Reading and STAR Early Literacy Grade Level Equivalents showed growth across all grades, ranging from 0.5 to 1.4 years of grade-equivalent progression, while STAR Reading Lexile® measures also increased across all measured grades, indicating growth in students' capacity to independently read increasingly complex texts.
- Mathematics achievement increased across all measured grades. STAR Mathematics gains ranged from 1.0 to 1.3 grade-equivalent levels, while GMAS Mathematics Content Mastery increased in Grades 3–5, with gains ranging from 5.1 to 35.1 percentage points.

Looking Ahead: Building on Year One results, the PDLS will continue increasing individualized academic support while providing opportunities for Columbus State students to engage in authentic, school-based learning experiences.



Priority #2: Increase Family and Community Engagement

Why It Matters: Student success extends beyond the classroom. A substantial body of research demonstrates that meaningful family engagement is associated with improved academic achievement, stronger attendance, increased student motivation, positive behavior, and enhanced social-emotional well-being. Emerging research continues to reinforce that the most effective family engagement extends beyond participation in school events to include authentic partnerships between families, schools, and communities that support learning both at school and at home (Bachman & Beard, 2025; GTEE, 2025; U.S. Department of Education, 2025).

Reflecting Georgia's emphasis on educating the whole child, the PDLS was intentionally designed to strengthen family and community partnerships by reducing barriers, expanding access to resources, and creating meaningful opportunities

for families to engage in their children's education, health, and future success, including workforce development and postsecondary education. Through this comprehensive approach, the PDLS connects families with educational, health, and community resources that support student success both in and beyond the classroom. Table 5 highlights key outcomes associated with the PDLS's family and community engagement initiatives during Year One.

Table 5. Family & Community Engagement Outcomes (AY2025–26)

Initiative	Year 1 Outcome	Year 1 Observation
Family Workforce Development & Postsecondary Pathways	Seven Dimon mothers completed Columbus Tech's Early Childhood Education coursework at Dimon, earning an industry-recognized credential	Expanded opportunities for parents through workforce and career advancement - a strong indicator for staffing at the PDLS's Early Learning Center
Family Literacy Nights	Approximately 50 family members participated in eight monthly literacy sessions	Strong family participation; 80%+ reported using literacy resources at home
Community Needs Assessment	Families participated in focus groups, surveys, and a needs assessment to identify priorities for student, family, and community support	Informed Year 2 priorities for family engagement, health and wellness, adult education, and workforce development



Key Findings

- Seven Dimon mothers earned an Early Childhood Education credential through Columbus Technical College, expanding workforce skills, creating new career pathways, and helping build a local pipeline of qualified early childhood professionals to support the future staffing needs of the PDLS Early Learning Center.
- Family Literacy Nights strengthened home-school partnerships by engaging approximately 50 family members across eight monthly sessions, with more than 80% reporting using the literacy resources at home.

- Year One established a strong foundation for expanding family engagement, community partnerships, and family-centered programming.



Looking Ahead: Family engagement will remain a strategic priority as the PDLS enters its second year. Guided by family feedback collected during the first year, the PDLS will expand opportunities for families to engage in their children's learning while increasing access to Family Literacy and Math Nights, STEAM Saturdays, adult education, health and wellness initiatives, and more. As partnerships continue to grow, the PDLS will leverage the collective expertise and capacity of higher education, community organizations, and future workforce leaders to expand services, reduce barriers, and strengthen outcomes for Dimon's students, families, and the community.

Priority #3: Increase Experiential Learning Opportunities

Why It Matters: Preparing a strong workforce pipeline requires more than coursework. The PDLS was designed to create reciprocal learning opportunities in which Columbus State students develop professional knowledge and skills while expanding the academic, social, emotional, and wellness support available to Dimon students, teachers, families, and community. Table 6 summarizes the reach of Columbus State at Dimon during AY2025–26 and the outcomes reported by participating Columbus State students and Dimon staff.

Table 6. Experiential Learning Outcomes (AY2025–26)

Initiative	Year 1 Outcome	Year 1 Observation
Workforce Preparation & Experiential Learning	More than 100 CSU students participated in experiential learning opportunities across multiple disciplines	100% reported a deeper understanding of student- and community-centered practice; 97% reported increased workforce readiness
School-University Partnership	CSU students, faculty, and staff provided classroom support, mentoring, tutoring, counseling, professional learning, and enrichment throughout the school year	87% of Dimon staff agreed CSU faculty positively contributed to student learning and wellness; 83% reported positive contributions from CSU students

Collaborative Professional Practice	CSU faculty, students, and Dimon educators worked together to support teaching, learning, and student success	97% of CSU students reported a culture of collaborative leadership; 87% of Dimon staff reported positive communication and collaboration



Key Findings:

- More than 100 CSU students engaged in authentic school-based experiences through coursework, service-learning, work-study, internships, athletics, mentoring, and volunteer initiatives, elevating support for Dimon students while developing professional knowledge, skills, and leadership.
- CSU students reported overwhelmingly positive experiences, with 100% indicating the PDLS strengthened their understanding of student- and community-centered practice and 97% reporting that the experience provided meaningful preparation for today's workforce.
- Dimon staff recognized the value of the partnership. More than 85% agreed CSU students, faculty, and staff positively contributed to student learning, wellness, and classroom support, while 87% reported that communication and collaboration strengthened the partnership.

Looking Ahead: As the PDLS grows, experiential learning opportunities will continue to expand, providing degree-seeking students with authentic school- and community-based experiences while strengthening the partnership between higher education and P–12 education.

Priority #4: Engage in Academic Inquiry

Why It Matters: Academic inquiry is the intentional use of data, evidence, and collaborative problem-solving to improve practice. Throughout its inaugural year, the PDLS used community needs assessments, grant-funded initiatives, and ongoing data collection to evaluate outcomes and guide future planning. Table 7 summarizes the Year One activities that informed evidence-based decision-making and continuous improvement.

Table 7. Academic Inquiry Outcomes (AY2025–26)

Key Findings:

- Data informed decision-making throughout the inaugural year, establishing a reference point to guide future planning, resource allocation, and continuous improvement.
- Two competitive grants expanded the PDLS's capacity to implement evidence-informed literacy and family engagement initiatives while evaluating program outcomes.
- PDLS leadership actively participated in Dimon's comprehensive needs assessment and school improvement planning process, ensuring that the PDLS's AY2026–27 Strategic Plan complements the school's three-year improvement priorities while expanding supports for students, families, and future professionals.
- Academic inquiry established a foundation for continuous improvement, ensuring that future decisions remain grounded in evidence and community needs.

Looking Ahead: Academic inquiry will continue to guide the evolution of the PDLS by informing strategic decisions, evaluating program effectiveness, and identifying emerging community needs. Moving forward, the PDLS will continue using school improvement data, community feedback, and program evaluation findings to refine initiatives that complement Dimon's long-term school improvement priorities while expanding supports for students, families, and future professionals. As Year Two unfolds, evidence gathered through ongoing evaluation will support expanded family engagement, health and wellness initiatives, experiential learning opportunities, and student achievement while continuing to strengthen the partnership's long-term impact.

Continue the Journey

Thank you for being part of the journey! Year One established a strong foundation. As the PDLS continues to grow, we invite you to join us in creating new opportunities for students, strengthening families, preparing future professionals, and advancing a model grounded in collaboration, innovation, and shared purpose.



- **Learn More:** Explore the PDLS vision, current initiatives, annual reports, newsletters, and upcoming opportunities. https://www.columbusstate.edu/education-and-health-professions/professional-development-lab-school.php.

- **Partner With Us:** Whether you are an educator, business leader, healthcare professional, nonprofit organization, civic group, community member, or advocate for children, we welcome partnerships that expand opportunities for students, families, and the next generation of professionals.
- **Support the Future:** Your investment helps expand tutoring, mentoring, family engagement, experiential learning, health and wellness initiatives, and innovative opportunities that strengthen our community. https://www.givecampus.com/campaigns/75997/donations/new.

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