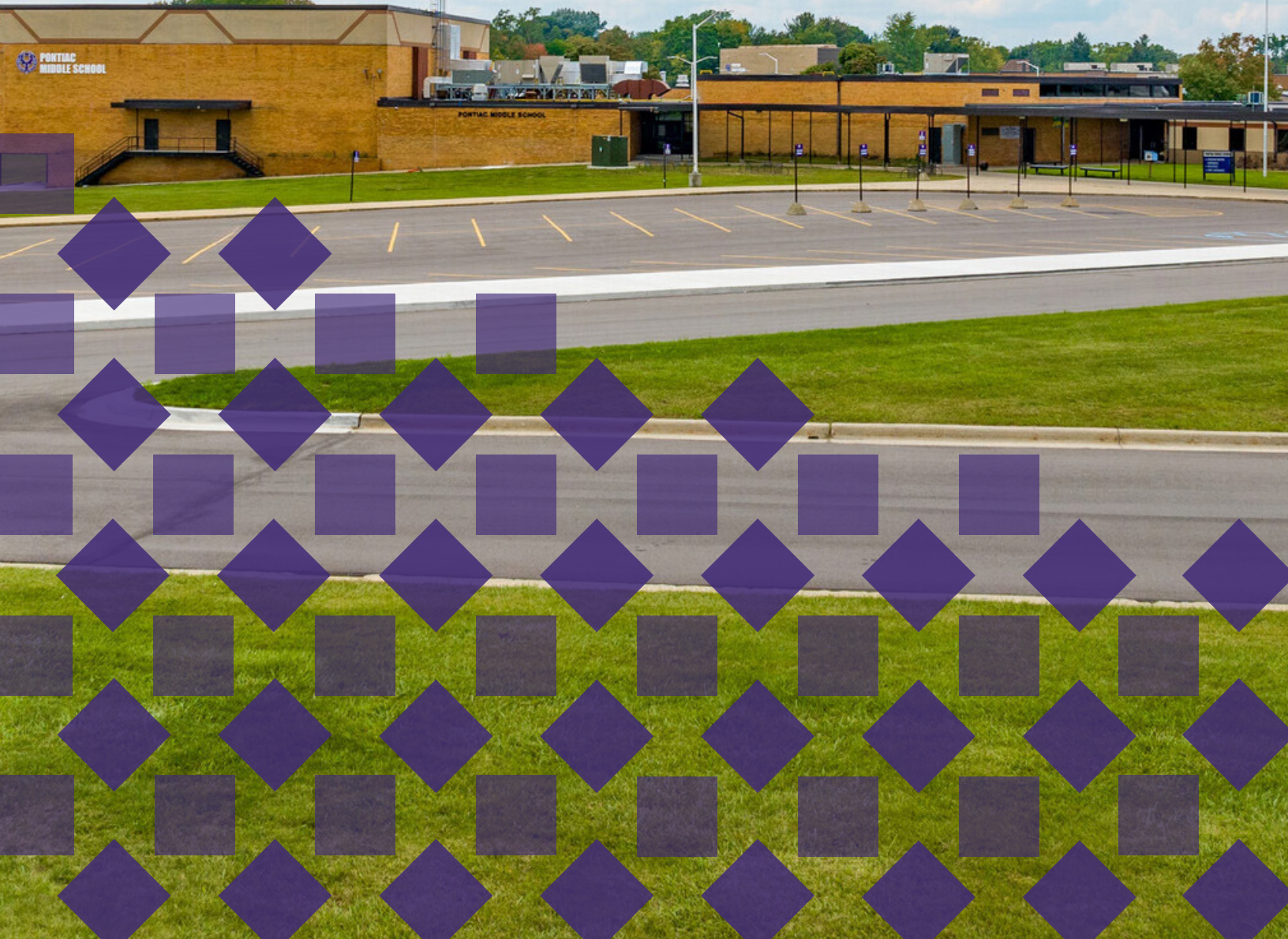




# EDUCATE, EMPOWER, EXCITE!

SCHOOL DISTRICT OF  
THE CITY OF PONTIAC  
2025-30 STRATEGIC PLAN



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## School District Of The City of Pontiac



Dear PSD Community,

On behalf of the Board of Education, I am pleased to share in the announcement of the new Strategic Plan for the school district and want to express the board's commitment to the pillars outlined in the plan.

This Strategic Plan is something that I know all of us are excited about, and we are dedicated to working together for the success of our kids. We know things are not easy for anyone right now, but we also know that through great challenges some of the greatest moments emerge. Dr. Leverette and her team are ready for action. They are unrelenting in their commitment to the success of our students. The board shares that dedication and we will continue to work each day to take actions that best serve our students' success with the pillars as our guide.

Please take the time to review the Strategic Plan and understand what its impact has on our district. Find out how you can get involved. If you have questions, please don't hesitate to ask. We all have a role in the success of our students and district.

There are outstanding days ahead for our district and I look forward to celebrating them together with all of you!

Sincerely,

Dr. Anisha Hannah, President, Board of Education

7200 Woodward Ave • Pontiac, MI 48342 • Ph: 248.451.6800 • [www.pontiac.k12.mi.us](http://www.pontiac.k12.mi.us)



## School District Of The City of Pontiac



Greetings,

I am excited to announce the launch of our new Strategic Plan. This plan has come together after many months of diligent work, conversation, collaboration, introspection, analysis, research, and dedication from our team and numerous stakeholders across our district.

This plan and its pillars will serve as a beacon as we navigate the often-choppy waters of today's world in education. We know we have work to do on the inside to ensure we are best prepared for what is happening outside. The key benchmarks and focus of this plan provide each of us with the insights to remain laser focused on how to achieve our goals no matter what comes our way.

We are committed to our mission and vision and the important role we play in the future of our community. Consequently, our key pillars for success as a district are:

- **Student Achievement**
- **Social-Emotional Health and Wellbeing**
- **District Innovation and Operational Sustainability**
- **Equitable Community and Economic Development**

Every one of us has a role in each of these pillars. Our students cannot achieve unless we unify in our commitment to them and realize that everything we do has a direct impact on their success.

I am grateful to all who contributed to bring this together including our staff, Board of Trustees, partners, and community. I would like to extend a special thank you to Dr. Devezin for leading the charge on this initiative as our Curriculum and Instruction lead, her knowledge and insights were invaluable for the process.

Together I have no doubt we can bring our shared goals to fruition for our students!

Sincerely,

Dr. Kimberly Leverette, Superintendent

7200 Woodward Ave • Pontiac, MI 48342 • Ph: 248.451.6800 • [www.pontiac.k12.mi.us](http://www.pontiac.k12.mi.us)



## School District Of The City of Pontiac



Dear PSD Community,

It has been an honor to serve the District as the lead on the Strategic Plan, working with our experts in the field as well as our stakeholders on this critical project has been an enlightening and unforgettable experience.

The passion and deep love for the students, community, and district cannot be denied. With that in mind, it was imperative that we took the time to peel back every aspect and facet of the district to truly identify what the core pillars and strategies should be. It's easy to get pulled into wanting to do to many things or every direction, because of that love and excitement.

By taking this deep dive and evaluating the needs of our students, community, and staff we can see through the clutter to what things really serve our students the best. We took our time and made sure we spoke to stakeholders outside of just our most active parents, teachers, and partners. This information helped guide us to this understanding to form the plan you see.

I'm grateful to everyone on my team who took time out of their schedules to put in the extra hours necessary to bring this plan to reality. I have no doubt the hard work will payoff through our students' success!

Sincerely,

Dr. Jaronique Devezin, Executive Director of Curriculum and Instruction

# OUR MISSION: OUR VISION:

The School District of the City of Pontiac is an essential community partner contributing to thriving communities through:

- **student and family education,**
- **learning and development for teaching and administrative staff,**
- **safe learning environments and neighborhood spaces, and**
- **generative collaboration.**

The Board of Education believes that the Pontiac School District can become the premier school district as a recognized leader in student achievement, high school graduation rates, college readiness, and postsecondary success.

We, the trustees of the Pontiac School District are committed to achieving this vision and realize that hard work coupled with community partnerships is paramount to not only the success of the school district, but for the success of all our communities.



# OUR VALUES:

Our values hold a significant level of importance as they anchor the mission and vision of the approved Strategic Plan.

A total of *eight values* are presented below. They reflect our unified commitment to the eight municipal communities comprising our service area.



## 1. Safe and Orderly Full-service Schools

District facilities serve as indispensable neighborhood destinations and resource hubs for local community members, groups, and organizations that are reliable and secure

## 2. Student Learning is the Central Priority

To cultivate all aspects of student development, it is imperative to incorporate diverse learning modalities with locally responsive, culturally congruent curricula and instruction in and beyond the classroom—preparing them for college and career readiness and full participation in civic life

## 3. Accountability at All Levels

In recognition of the profound agency of all district stakeholders, the development of desired outcomes, action plans, and performance measures are the shared responsibilities of students, families, organizational partners, and the district

## 4. Respect for Diversity

Creating an inclusive environment celebrates differences in perspectives and contributions of all district stakeholders, and enriches student learning experiences in ways that are critical to their personal and academic growth

## 5. Parents are Partners

Since quality education begins at home, parents and guardians are valued collaborators who support students' academic and extracurricular activities, volunteer and work at the district, and provide invaluable feedback that make PSD a district of choice

## 6. Community Ownership of the District

Inviting all community stakeholders to the table and giving them a sense of their own power promotes trust, garners buy-in, improves relationships, and fosters participation in district activities

## 7. Building on community strengths and assets

The stock of neighborhood-based resources (e.g., local stories, experiences, skills, resources, traditions, relationships, and aspirations) provide a foundation upon which the district and its collaborators can create opportunities and build solutions to meet local community needs

## 8. A commitment to continuous improvement

A healthy, well-functioning district considers ongoing professional development opportunities for teachers, staff, administrators, workforce and community partners, and the community at large; in addition to regular enhancements to all resources, programs, and service offerings (e.g., school curricula, school buildings, equipment, extra- and co-curricular programs)

# OUR PILLARS:

The pillars that follow have been constructed to formalize our priorities and support the vitality of our work under the Strategic Plan.

Each pillar contains a set of corresponding goals and critical success factors that shape our collaborative district activities.

It is important to note that while the goals and critical success factors are pillar-specific, the pillars themselves are both related and interdependent.



## PILLAR I: Student Achievement

**Goal 1:**  
Ensure students are equipped with all the tools needed to succeed including a multi-tiered system of support that reinforces academic success

**Goal 2:**  
Encourage college and career exploration from prekindergarten to high school graduation

**Goal 3:**  
Cultivate an active spirit of civic, social, and environmental responsibility among students

### Critical Success Factors

- Enhance school day and expanded learning opportunities by integrating students' everyday experiences and issues to increase relevance
- Improvements in student preparedness for local and state assessments
- Teachers must enter their assessment data into the district's platform, Illuminate
- Ensure progress monitoring is occurring at all grade levels
- Hold leaders accountable for professional development, policies, and practices
- Inclusion of English as a Second Language for students and families



## PILLAR II: Socio-Emotional Health and Well-Being

### Goal 1:

Foster safe, supportive learning environments for students with a multitiered system of support that reinforces academic success

### Goal 2:

Collaborate with families and community partners to provide a continuum of essential family support services responsive to local community needs

### Goal 3:

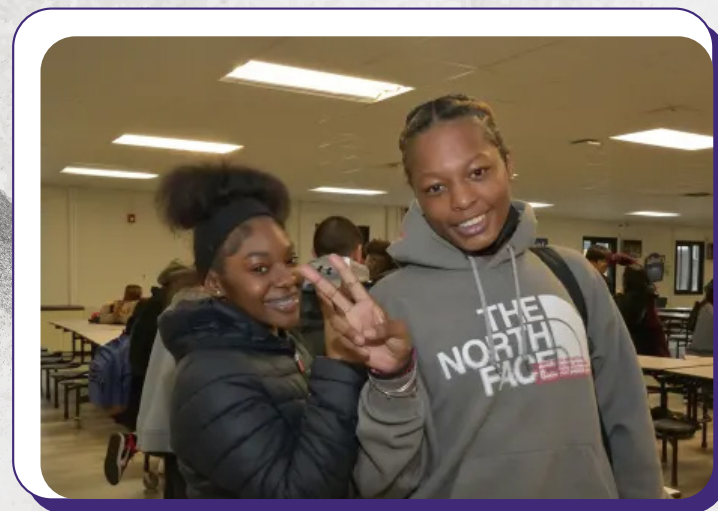
Build capacity among teachers, professional staff, and administrators to effectively address social-emotional health and wellness needs

### Goal 4:

Partner with philanthropy and public sector agencies to advocate for resources capable of increasing resilience among community-based service providers and the community at-large

## Critical Success Factors

- Ongoing learning and development opportunities must be available and invested in for all engaged stakeholders
- Ability to employ evidence-based practice, train-the-trainer opportunities, and credentialing to build school and district capacity
- Stakeholders must recognize that students' academic performance and socio-emotional health are inextricably linked
- Advocacy for social and emotional health and wellness resources will prove critical to sustaining financial support from foundations, government, and community-based organizations
- A District Transformation Team should be established and vested with decision-making authority to advance activities under this pillar



## PILLAR III: District Innovation and Operational Sustainability

### Goal 1:

Continue electrifying the district's bus fleet and integrate cutting-edge technologies into district facilities in addition to operational, curricular, and organizational learning activities

### Goal 2:

Cultivate a diverse array of mutually reinforcing activities capable of driving student, family, community, and district success

### Goal 3:

Diversify district revenues through collaborative programs, school-based ventures, events, and long-term investments

### Goal 4:

Partner with colleges and universities renowned for urban education training to identify and incentivize the recruitment of teaching, support, and administrative staff

## Critical Success Factors

- Explore business-oriented clubs involving student-driven enterprise
- Cooperatively pursue grants with community-based partners
- Organize showcases and special recognition events celebrating student achievement, community success, and unique staff contributions
- Consider establishing an organizational endowment and launching a campaign in support of district innovation, major programs, and operations
- Engage employers, philanthropy, and government to provide matching funds
- Establish employment pipelines with Michigan-based colleges and universities, Historically Black Colleges and Universities, and Hispanic Serving Institutions that provide degrees and certifications for teachers and administrators
- An Action Planning Committee should be established and vested with decision-making authority to advance activities under this pillar





## PILLAR IV: Equitable Community and Economic Development

### Goal 1:

Work with families and partners to provide localized community education in support of lifelong learning and cultural enrichment

### Goal 2:

Nurture employer partnerships to expand work-based learning opportunities for students and direct access to in-demand career opportunities for parents and families

### Goal 3:

Work with local government and property owners to cooperatively invest in neighborhood development while exposing students to various career pathways across traditional and emerging professions

## Critical Success Factors

- Routinely identifying employer needs for skilled and unskilled workers
- Ability to effectively engage small businesses and property owners to identify workforce needs and collaborate with partners to provide incentives
- Leverage district facilities as neighborhood hubs for education, training, and career matchmaking activities
- Cooperatively pursue grants with community-based partners
- Consider colocation and joint investment opportunities with city government
- A District Transformation Team should be established and vested with decision-making authority to advance activities under this pillar



# ACTIONABLE STRATEGIES

It will be important for the district to work with stakeholders to cocreate a portfolio of actionable projects, programs, and initiatives (i.e., actionable strategies) to operationalize the mission and priorities outlined within the approved Strategic Plan.

By design, action plans provide the additional details necessary for successful implementation of strategic plans.

Examples include summaries, scopes, schedules, costs, identification of critical-noncritical stakeholders, requirements, performance indicators, and alignment with the pillars and goals of the Strategic Plan.

These and other information should be clarified for each strategy.

An initial set of strategies are provided below along with brief statements for guiding collective action.

They emerged from the evidence-based research compiled and presented in the PSD Discovery Report.

Action plans should be prepared by the appropriate District Transformation Teams, or Action Planning Committees, for each of these and other recommended strategies.

Action plans can be launched periodically in 30-60-90-day sprints, administered as 6- to 36-month projects, or run ongoing throughout the lifecycle of the Strategic Plan.

## 1. Community Schools Transformation

Adopt the community schools framework as a broader district improvement strategy to simultaneously strengthen the entire school district and community rather than merely implementing disparate building-level programs and resources

## 2. Career Pathways for Students and Employees

Work with academic, career technical, military, public, and private sector employers to expose students and district employees to multiple pathways to success in life

## 3. Trauma-informed Leadership Development

Invest in the development and adoption of an integrated assortment of foundational resources, educational training, programs, and services to furnish all schools and district stakeholders with positive behavioral interventions and supports

## 4. Family and Community Engagement

Establish an Office of Family and Community Achievement along with district transformation teams to institutionalize family, partner, and community engagement across the district



# DEFINITIONS

A list of definitions has been compiled below to make the Strategic Plan inclusive and accessible to diverse district stakeholders who may be interested in the information contained herein.

The definitions explored aim to provide common language and meanings for each word or concept to facilitate collaboration between the district and its community partners.

The list is not intended to be exhaustive but is expected to expand and evolve over time.



## Action Planning Committee

A team made up of school staff, families, students, and community members who help plan and oversee specific goals or improvements in schools.

## Action Plans

Clear, step-by-step outlines that describe how specific goals or strategies will be achieved, including responsible parties, timelines, and resources needed.

## Career Pathways

A series of connected classes, experiences, and training that help students prepare for in-demand professions, industry credentials, and postsecondary education.

## Civic Responsibility

The idea that students, schools, and community members should work together to improve their communities and participate in public life.

## College and Career Exploration

Activities that expose students to various postsecondary education and employment options, helping them make informed choices about their futures.

## Community and Economic Development

Collaborative efforts to strengthen local neighborhoods and economies, often supported by schools through workforce preparation, partnerships, and place-based initiatives.

## Community Education

Lifelong learning opportunities offered by schools in collaboration with local partners, aimed at supporting student success, family engagement, and adult education.

## Community Partner

A local group, business, or organization that works with the school district to support students and families.

## Community Schools

Schools that serve as hubs offering expanded learning, health and social services, family engagement, and community partnerships to support student success and community well-being.

## Community-Based Organizations

Local nonprofit or grassroots organizations that provide services, support, and enrichment opportunities for students and families.

## Credentialing

The process of earning recognized certifications, licenses, or qualifications that demonstrate student readiness for careers or further education.

# DEFINITIONS CONT.

## Critical success factors

Key conditions, processes, or behaviors identified as essential for achieving strategic goals and ensuring long-term success.

## Cultural enrichment

Programs and experiences that expose students to diverse cultures, traditions, and perspectives, fostering respect, empathy, and global awareness.

## Culturally congruent curricula

Instructional content that reflects and affirms the cultural identities, histories, and experiences of the students being served.

## Decision-making authority

The designated power or responsibility to make strategic, operational, or instructional decisions at various levels (e.g., district, school, or committee) to support effective governance and accountability.

## District innovation

The development and implementation of new or creative practices, policies, or programs that improve educational outcomes and organizational effectiveness across the school district.

## District transformation team

A group helping the district make big changes by guiding planning, gathering feedback, and monitoring progress.

## Emerging professions

Occupations that are rapidly growing or newly developing in response to technological, social, or economic changes, often requiring innovative educational and training pathways.

## Engaged stakeholders

Individuals or groups who are actively involved in supporting students and schools—like families, businesses, and community leaders.

## English as a second language

Classes or services that help students who are learning English as an additional language.

## Environmental responsibility

The commitment of the school district to promote sustainability through policies, curricula, and operations that reduce environmental impact and foster student awareness of ecological issues.

## Evidence-based research

Information from trusted studies and findings that are grounded in systematic research and used to guide decisions, improve practices, and evaluate program effectiveness within the school district.

## Expanded learning opportunities

Extra programs offered outside the regular school day—like after-school, summer, or weekend learning.

# DEFINITIONS CONT.

## Family and community engagement

Ongoing, meaningful collaboration between schools, families, and community members that help students do better in school and life.

## Family support services

Programs and resources offered to families to address barriers to student learning and well-being, such as mental health services, housing assistance, parenting workshops, and access to healthcare.

## Generative collaboration

Deep, co-creative partnerships among stakeholders that go beyond cooperation to produce innovative ideas, solutions, and practices that none could achieve alone.

## Goals

Specific, measurable objectives that guide district efforts toward academic, social-emotional, operational, or community-focused outcomes.

## In-demand career

A profession or job with strong current and projected employment opportunities, often with good pay and opportunities for growth.

## Initiatives

Strategic programs or efforts launched by the school district to address identified needs, advance goals, or pilot innovative practices.

## Lifelong learning

The idea that people continue to learn new things throughout their lives—not just in school.

## Long-term investments

Strategic resource allocations—financial, human, or infrastructural—made by the district to support sustainable improvement and lasting impact over time.

## Mission

The core purpose of a school or district—what it stands for and aims to accomplish.

## Multi-tiered system of support

A framework that provides layered academic, behavioral, and social-emotional support to all students based on their individual needs, using data to guide interventions and monitor progress.

## Municipal communities *(See: Service area)*

The towns, cities, or regions that fall within the school district's geographic service area and with whom the district may collaborate on education, economic development, and civic initiatives.

## Mutually reinforcing activities

Different organizations, schools, departments, offices, and committees doing their part, in a coordinated way, to support the same big goal.

# DEFINITIONS CONT.

## Neighborhood development

Community improvement projects that focus on making neighborhoods better places to live and learn.

## Neighborhood spaces

Public places like parks, libraries, or school buildings that can be used for learning, play, or community gatherings.

## Operational sustainability

The district's ability to maintain essential programs, services, and functions over time through efficient use of resources, strong fiscal management, and planning.

## Organizational endowment

A long-term financial investment fund established to support the ongoing mission of the school district or its partners, often used for scholarships, program innovation, or capital improvements.

## Pillars

The most important focus areas or values in a plan or program (like equity, safety, or excellence).

## Positive behavioral interventions and supports

A proactive, school-wide framework for promoting positive behavior, improving school climate, and reducing disciplinary incidents through clear expectations and consistent support.

## Programs

Structured sets of services or instructional approaches offered by the district or its partners to address specific academic, social-emotional, or developmental needs.

## Progress monitoring

Tracking how well students or programs are doing and adjusting as needed to stay on track.

## Projects

Time-bound, goal-oriented efforts—often interdisciplinary—that involve planning, implementation, and evaluation to produce specific products, services, or results as outcomes.

## Resources

The materials, funding, personnel, time, and support systems available to schools, educators, students, families, neighborhoods, and collaborators to achieve learning, community, and operational goals.

## Safe learning environments

School settings where students feel physically, emotionally, and psychologically secure, enabling them to engage fully in the learning process.

## School-based ventures

Entrepreneurial or experiential learning initiatives housed within schools that explore professional interests and may generate income, provide hands-on learning, and allow students to build vital real-world career skills.

## Service Area

The defined geographic region that the school district serves, includes Auburn Hills, Bloomfield, Lake Angelus, Orion, Pontiac, Sylvan Lake, Waterford, and West Bloomfield.

# DEFINITIONS CONT.

## Social Responsibility

A commitment by the district, schools, and students to contribute positively to society by addressing equity, justice, environmental stewardship, and community well-being, even when it's not required.

## Socio-Emotional Health and Well-Being

The emotional, psychological, and social aspects of students' and staff's health that influence their ability to learn, relate to others, and manage stress.

## Sprints

Short-term, focused work cycles used to quickly test ideas, implement improvements, or drive innovation within a broader strategic initiative.

## Strategic plan

A big-picture roadmap developed by the district that outlines priorities, goals, strategies, timelines, and success metrics to guide progress and resource allocation.

## Strategies

Targeted approaches, practices, or methods used to achieve specific objectives within the district's strategic plan.

## Student achievement

How well students are doing in school, usually measured by grades, test scores, or progress.

## Student preparedness

The extent to which students are equipped with the knowledge, skills, and mindsets needed for success in postsecondary education, careers, and life.

## Thriving communities

Communities where all individuals—especially students and families—have equitable access to quality education, economic opportunity, health, safety, and cultural vitality, supported by strong school-community partnerships.

## Trauma-informed leadership development

Professional training that equips school and district leaders and collaborators with the knowledge and skills to recognize, respond to, and support students and staff affected by trauma, promoting healing and resilience in school systems.

## Values

The shared beliefs and guiding principles that shape the culture, decision making, and priorities of the school district (e.g., equity, integrity, collaboration, excellence).

## Vision

A forward-looking statement that articulates the district's long-term aspirations for student success, educational equity, and community impact.

## Work-based learning

Experiences that connect classroom learning to real-world work environments, such as internships, job shadowing, apprenticeships, and industry projects—helping students develop career skills and explore professional interests.



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