

PIKELAND COMMUNITY
UNIT SCHOOL DISTRICT 10

Strategic Plan

2026–2031



LOVE
FIRST
TEACH
SECOND

ADOPTED BY THE
BOARD OF EDUCATION
AUGUST 19, 2026

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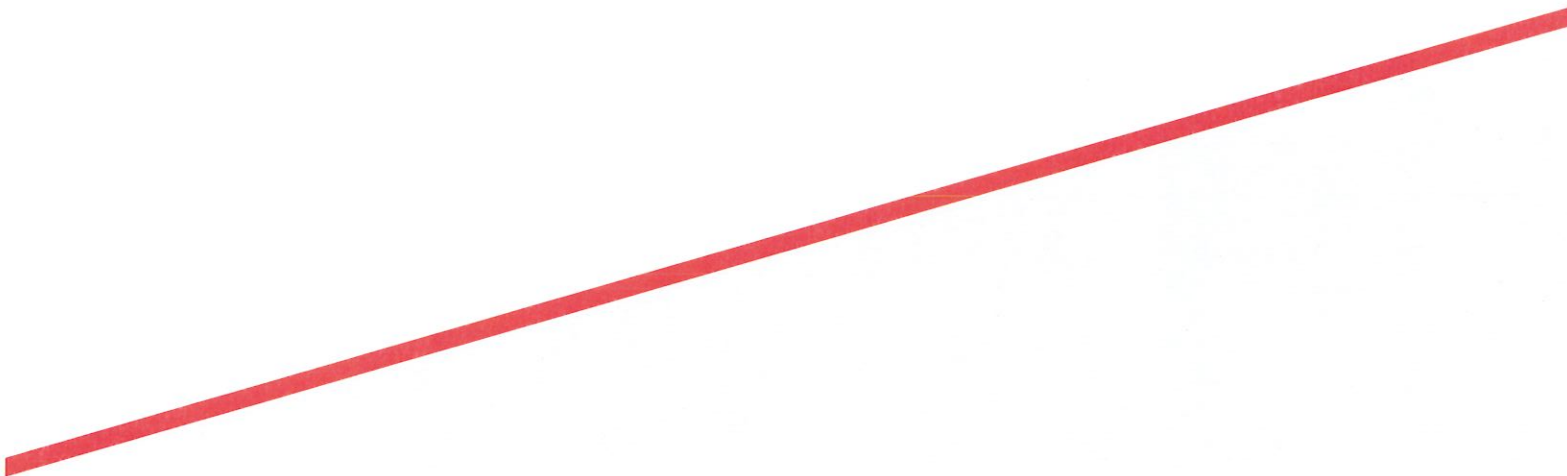
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Our District

Pikeland Community Unit School District 10 serves roughly 1,200 students across three schools in Pittsfield, Illinois. Together they carry a student from pre-kindergarten through graduation without leaving the community.



South School

PRE-K THROUGH GRADE 2

**Pikeland
Community School**

GRADES 3 THROUGH 8

**Pittsfield
High School**

GRADES 9 THROUGH 12

Vision, Mission, Tagline

OUR VISION

To be a district with a welcoming and future-ready learning environment where excellent teaching and community pride fuel exceptional academics and student success.

OUR MISSION

To challenge and support every student with high expectations within a safe, close-knit environment and backed by strong community partnerships, developing responsible, college and career ready citizens of tomorrow.

OUR TAGLINE

Become, Belong, Saukee Strong



District Administration

The leadership team as of the 2026–27 school year.

Dr. Russ Tepen

Superintendent

Ryan Benz

Assistant Superintendent &
Pikeland Community School Cpod (3–5) Principal

Angie Ruebush

District Administrator

Tracey Allen

South School (PK–2) Principal

John Heafner

South School (PK–2) Assistant Principal

Renita TenEyck

Pikeland Community School Dpod (6–8) Principal

Brandon Bettis

Pikeland Community School (3–8) Assistant Principal

Angie Greger

Pittsfield High School Principal

Taylor Kaufmann

Pittsfield High School Dean of Students & Athletic Director

Becky Robinson

Special Education Administrator

District At-a-Glance

1,200

STUDENTS

78

TEACHERS

3

SCHOOLS

SCHOOL	GRADES	STUDENTS	TEACHERS (FTE)
South School	PK–2	340	21
Pikeland Community School (Cpod & Dpod)	3–8	491	30
Pittsfield High School	9–12	369	28
District	PK–12	1,200	78

Source: National Center for Education Statistics, 2024–25 school year.

PUBLIC DISTRICT DATA

Pikeland CUSD 10 District Website

NCES District Directory

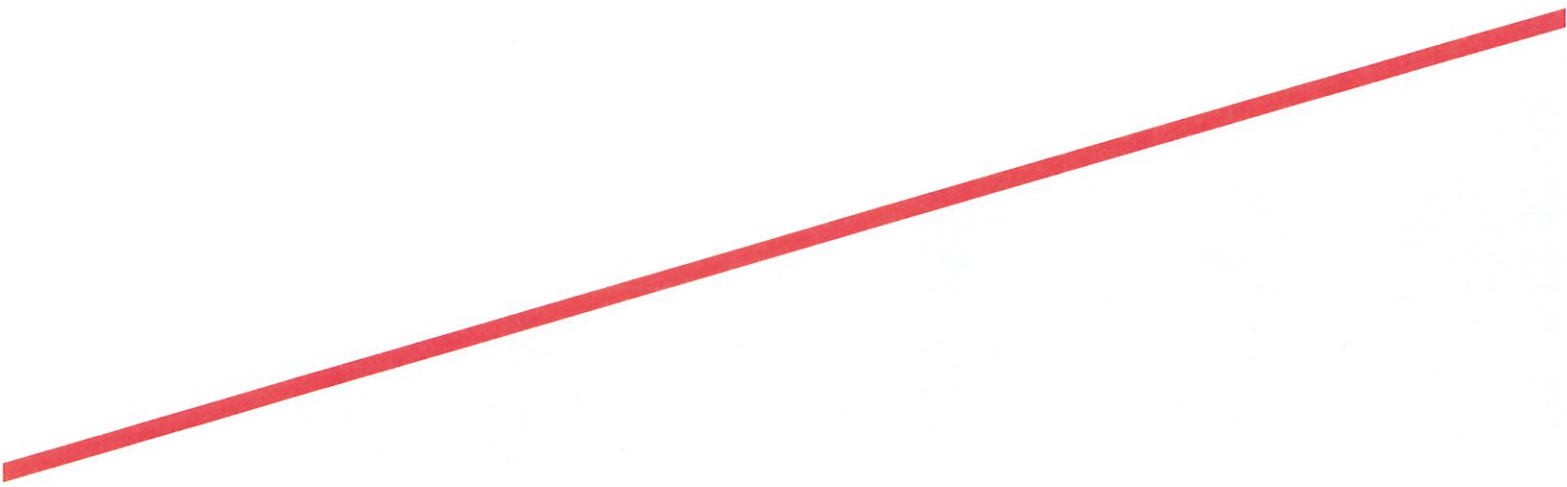
Illinois Report Card

PART TWO

Our Strategic Planning Process

Pikeland CUSD 10 is committed to shaping a bright future for our students. Starting in February 2026, we embarked on a Strategic Planning Process to define a 5-year roadmap for our schools.

This comprehensive process included input from students, staff, parents/guardians, and community members. Together, we have created a shared vision to ensure every learner has access to educational opportunities that equip them with the skills, understanding, and abilities necessary to thrive in an ever-changing world.



7

MONTHS OF
ENGAGEMENT

26

COMMITTEE
MEMBERS

10

STAKEHOLDER
GROUPS REPRESENTED

Timeline (1 of 2)

**February
2026**

Project Launch & Planning

- Formed and launched the Strategic Planning Logistics Team to establish the project timeline and foundation for the process.

**March
2026**

Committee Formation & Stakeholder Engagement

- Convened the Strategic Planning Committee representing a cross-section of the community: district and school leaders, teachers, counselors, staff, students, parents and guardians, board members, and community partners.
- Conducted districtwide surveys and hosted focus groups to gather perspectives, feedback, and ideas across all stakeholder groups.

**April
2026**

Data Analysis & Theme Identification

- Performed a comprehensive analysis of the qualitative and quantitative data collected from the surveys and focus groups.
- Engaged the Strategic Planning Committee to evaluate the findings and identify recurring themes and priority focus areas.
- Drafted initial Strategic Priorities and supporting Goals based on the Committee's discussions.

**May
2026**

Exploration & Solution Brainstorming

- Explored innovative educational models addressing priority areas such as culture, vision, career, and learning innovation, through virtual tours of national rural schools.
- Brainstormed specific project ideas with the Strategic Planning Committee to achieve each Strategic Priority Goal.

Timeline (2 of 2)

**June & July
2026**

Plan Development & Committee Approval

- Refined the wording of the Strategic Priorities, Goals, and Potential Projects in coordination with the Logistics Team.
- Developed the first comprehensive draft of the Strategic Plan document.
- Collaborated with the Strategic Planning Committee to review the draft, gather feedback, revise, and obtain final approval.

**August
2026**

Design, Board Approval, & Rollout

- Finalized the graphic design of the Strategic Plan document.
- Presented the final plan to the Board for formal approval on August 19, 2026, to take effect with the 2026–27 school year.
- Launched and announced the new Strategic Plan to the entire community.
- Developed a comprehensive Implementation Plan Framework to ensure long-term success and accountability.



The plan takes effect with the 2026–27 school year and guides districtwide decision-making through 2031.

Strategic Planning Committee (1 of 2)

Twenty-six people gave their time to strategic planning, representing every part of the Pikeland community. Roles below are as of the 2025-26 school year.

DISTRICT LEADERSHIP & STAFF

Dr. Russ Tepen	Superintendent
Angie Ruebush	Assistant Superintendent / Homeless Liaison
Amy Gay	Administrative Assistant / Former Counselor
Becky Robinson	Special Education Administrator

SCHOOL LEADERSHIP

Tracey Allen	South School (PK–2) Principal
Renita TenEyck	PCS Cpod (3–5) Principal
Ryan Benz	PCS Dpod (6–8) Principal
Taylor Kaufmann	PCS Dpod (6–8) Dean of Students / Football Coach
Angie Greger	Pittsfield High School Principal

TEACHERS

Kristi Heafner	South School (PK–2) Teacher / Union Representative
Rachel Cawthon	PCS Cpod (3–5) Teacher
Brianna Potter	PCS Dpod (6–8) Teacher
Dalton Barnes	Pittsfield HS Teacher / Coach / PCS Dpod (6–8) Teacher
Michelle Bigley	Pittsfield HS Teacher

Strategic Planning Committee (2 of 2)

BOARD OF EDUCATION

Kendra Conkright School Board Member

Megan Vose School Board Member

STUDENTS

Ben Landolt PCS Dpod (6–8) Student

Elyse Reel PCS Dpod (6–8) Student

Jane Bradshaw Pittsfield HS Student

Lucas Frieden Pittsfield HS Student

PARENTS & GUARDIANS

Bobbi Perry Parent/Guardian (All Schools)

Kris Zumwalt Parent/Guardian (South School / PCS Cpod)

CJ Hayes Parent/Guardian (PCS Dpod / Pittsfield HS)

Brian Douglas Parent/Guardian (Pittsfield HS)

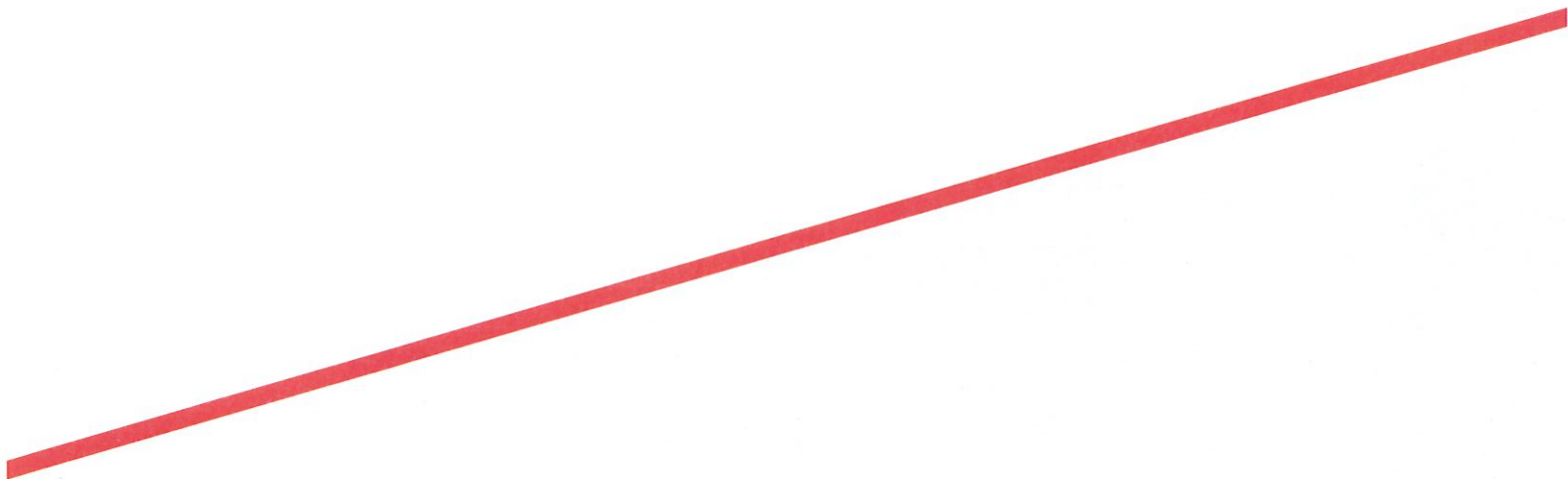
COMMUNITY & PHILANTHROPY

Sarah Petty Community member

Allie Walch Tracy Family Foundation, Education Programs Manager

Our Strategic Plan

The Pikeland CUSD 10 Strategic Plan 2026–2031 is a roadmap for the district’s future, co-created through a collaborative, community-centered process. It outlines the strategic priorities, goals, and potential projects that will shape our direction and decision-making over the next five years.



7

STRATEGIC
PRIORITIES

26

SUPPORTING
GOALS

90+

POTENTIAL
PROJECTS

Plan Structure

Each strategic priority contains a set of goals, and each goal lists some potential projects that would help achieve the goal.

1

Strategic Priorities

Seven focus areas emerged during the planning process. They reflect the shared values and aspirations of our students, staff, families, and community members, based on input gathered in March 2026.

2

Goals

Each priority is supported by two to five goals that articulate the district's approach. Goals are lettered within each priority — Goal 1a, Goal 1b, and so on.

3

Potential Projects

Within each goal is a set of potential projects designed to make progress toward it. These are illustrative, not committed: projects may be revised each year as conditions and opportunities change.

NOTE Some projects advance more than one goal. Where that is true, the connection is marked in brackets after the project — for example, *[also supports Goal 6a]*.

Seven Strategic Priorities

1	Consistent Student Discipline and Behavioral/Mental Health Support		15
2	Safe, Clean, and Modern Facilities		18
3	Staff Credentials, Professional Development, and Support		21
4	Academic Rigor, Balanced Technology, and Targeted Interventions		24
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Consistent Student Discipline and Behavioral/Mental Health Support



OUR FOCUS

Building a respectful school climate by pairing consistent behavior accountability with proactive mental health resources.

THE GOALS

- 1a** Establish consistent districtwide behavioral expectations, discipline approach, and enforcement protocols.
- 1b** Develop proactive anti-bullying measures.
- 1c** Support student mental health, wellness, and trauma-informed care through professional development and community resources.
- 1d** Promote SEL, character, and self-management skills, focusing on personal accountability, emotional regulation, and mindfulness.



Goal 1a: Establish consistent districtwide behavioral expectations, discipline approach, and enforcement protocols.

POTENTIAL PROJECTS INCLUDE:

Develop a comprehensive, age-appropriate, districtwide behavior and discipline matrix, and share it with students, families, and staff.

Explore peer-led behavior approaches, such as a peer-led behavior council for junior high and high school, and peer mentoring that pairs high school students with younger students.

Establish consistent and responsive staff enforcement protocols, including opportunities for students to respond, an emphasis on individual accountability rather than collective punishment, and restorative practices.

Consider parent training programs and classes to align school and home expectations.

Provide staff training and regular reviews to ensure the matrix and enforcement protocols are implemented equitably across all buildings.

Provide staff with consistent support from administrators regarding behavior and discipline.

Goal 1b: Develop proactive anti-bullying measures.

POTENTIAL PROJECTS INCLUDE:

Review bullying consequences and ensure victim support is provided.

Increase the proactive involvement of School Resource Officers.

Launch a student-led anti-bullying campaign.

Consider parent education on bullying, such as Screen Sanity.



Goal 1c: Support student mental health, wellness, and trauma-informed care through professional development and utilization of community resources.

POTENTIAL PROJECTS INCLUDE:

Partner with local mental health providers to collaborate and provide on-site resources, such as NAMI On Campus, Clarity Health Care, Chestnut Therapy, and Chaddock.

Implement proactive mental health screenings connected to care, such as the Tracy Family Foundation's Rural Behavioral Health Institute program.

Explore platforms for daily student wellness check-ins, such as CloseGap.

Goal 1d: Promote SEL, character, and self-management skills, focusing on personal accountability, emotional regulation, and mindfulness.

POTENTIAL PROJECTS INCLUDE:

Adopt a comprehensive SEL and character education curriculum across the district to establish a common SEL language among staff and students, such as Open Parachute, considering co-teaching alongside trained mental health professionals.

Implement an advisory program across PK–12 to foster relationship-building, social-emotional learning, and student voice. *[also supports Goals 6a, 6b]*

Safe, Clean, and Modern Facilities



OUR FOCUS

Ensuring all Pikeland buildings are safe, clean, fully operational, accessible, and updated.

THE GOALS

- 2a** Address high-priority, short-term safety and structural concerns.
- 2b** Implement systemic cleaning and maintenance protocols.
- 2c** Develop a long-term facility modernization plan to address aging infrastructure, space shortages, and ADA accessibility.



Goal 2a: Address high-priority, short-term safety/structural concerns.

POTENTIAL PROJECTS INCLUDE:

Address urgent environmental and infrastructure hazards, including HVAC systems, the South gas line, Pikeland Community School gym floors and windows, and Pittsfield High School's gym, auditorium, cafeteria, and sewers.

Ensure video surveillance is fully operational in all buildings.

Ensure Wi-Fi is fully operational in all buildings, which is critical for school safety check-in systems such as Raptor.

Improve South School exterior safety: resurface the parking lot, create a safer parking system, add crosswalks, and install "School Zone" signs on the Clarksville truck route.

Goal 2b: Implement systemic cleaning and maintenance protocols.

POTENTIAL PROJECTS INCLUDE:

Establish clear goals, accountability checklists, and regular cleaning schedules for custodial staff, with an emphasis on the cleanliness of school bathrooms.

Create a simple, easy-to-use reporting system for staff and students to submit facility concerns, with clear follow-up protocols.

Develop a plan for ongoing pest control.



Goal 2c: Develop a long-term facility modernization plan to address aging infrastructure, space shortages, and ADA accessibility.

POTENTIAL PROJECTS INCLUDE:

Identify and prioritize key aging infrastructure needs, including space shortages.

Ensure ADA accessibility for outdoor sports facilities and bathrooms, including baseball and softball, and designated ADA seating areas in all gymnasiums.

Staff Credentials, Professional Development, and Support



OUR FOCUS

Attracting, retaining, and empowering high-quality educators through competitive support, targeted professional development, and professional collaboration.

THE GOALS

- 3a** Prioritize the recruitment and retention of highly qualified, certified teachers.
- 3b** Provide needs-based professional development and instructional resources to improve teaching and learning.
- 3c** Promote districtwide instructional alignment and consistency.



Goal 3a: Prioritize the recruitment and retention of highly qualified, certified teachers.

POTENTIAL PROJECTS INCLUDE:

Maintain highly competitive pay structures.

Expand existing new teacher onboarding and mentoring programs.

Expand the visibility of job postings.

Explore the feasibility of an on-site staff daycare, including a site visit to North Greene.

Develop partnerships with local universities for a student teacher pathway.

Goal 3b: Provide needs-based professional development and instructional resources to improve teaching and learning.

POTENTIAL PROJECTS INCLUDE:

Conduct a districtwide staff needs assessment to build a targeted menu of professional development options.

Acquire a cohesive Tier 1 ELA curriculum across all grade levels.

Develop a prioritized professional development roadmap, with annual reviews and adjustments.

Clarify paraprofessional roles and offer professional development.



Goal 3c: Promote districtwide instructional alignment and consistency.

POTENTIAL PROJECTS INCLUDE:

Restructure schedules to provide protected vertical and horizontal Professional Learning Community time for staff collaboration.

Begin vertical curriculum alignment across grade levels to support PK–12 continuity.

Identify essential standards and ensure consistency within each grade level.

Academic Rigor, Balanced Technology, and Targeted Interventions



OUR FOCUS

Elevating academic performance in core subjects while rebalancing technology use in favor of hands-on, high-engagement learning.

THE GOALS

- 4a** Strengthen core academic foundations in literacy, numeracy, and writing.
- 4b** Challenge high-achieving students.
- 4c** Enhance Special Education services, early identification of learning barriers, and multi-tiered systems of support for student interventions.
- 4d** Rebalance technology use in the classroom.
- 4e** Shift teaching methods toward hands-on, real-world engagement.



Goal 4a: Strengthen core academic foundations in literacy, numeracy, and writing.

POTENTIAL PROJECTS INCLUDE:

Continue developing and implementing the districtwide Comprehensive Literacy Plan, drawing on CKLA, Amplify, iReady, and Boost.

Implement a dedicated writing course in junior high and high school.

Form a Math Curriculum Review Committee to develop a districtwide Comprehensive Numeracy Plan aligned with the state numeracy plan.

Establish cross-grade Buddy Reading programs pairing high school students with elementary students.

Goal 4b: Challenge high-achieving students.

POTENTIAL PROJECTS INCLUDE:

Train teachers to leverage AI tools to personalize support and challenge advanced learners across all grade levels.

Expand junior high STEM clubs and incorporate academic competitions.

Explore elementary school enrichment opportunities for high-achieving students.

Expand agreements with John Wood Community College to provide dual-enrollment opportunities.



Goal 4c: Enhance Special Education services, early identification of learning barriers, and MTSS for student interventions.

POTENTIAL PROJECTS INCLUDE:

Provide targeted professional development on MTSS and the early identification of learning barriers.

Provide curriculum and resources appropriate for Special Education classrooms.

Conduct a review of current Special Education caseloads, resources, and inclusive practices to ensure robust support for all students with IEPs.

Goal 4d: Rebalance technology use in the classroom.

POTENTIAL PROJECTS INCLUDE:

Conduct a districtwide technology audit and learn from the technology approach of neighboring districts, such as Central School District.

Explicitly shift pedagogy toward analog class discussions and physical group projects.

Transition the junior high back to classroom Chromebook carts rather than 1:1 take-home devices.



Goal 4e: Shift teaching methods toward hands-on, real-world engagement.

POTENTIAL PROJECTS INCLUDE:

Provide staff professional development for high-energy, hands-on teaching methods, such as the Ron Clark Academy.

Bring local business professionals into classrooms to teach industry-related lessons.

Expand Project-Based Learning through small-scale pilots, starting with one cross-curricular project for one building in one semester, such as FFA Christmas tree or strawberry sales. *[also supports Goals 5a, 5b]*

Real-World Preparedness and Student Engagement



OUR FOCUS

Preparing students for life beyond graduation by integrating real-world and professional durable skills, vocational pathways, and diverse extracurricular opportunities.

THE GOALS

- 5a** Integrate real-world and financial literacy skills into the curriculum.
- 5b** Foster professional durable skills and resilience.
- 5c** Expand high school vocational and trade pathways.
- 5d** Increase and diversify curricular, extracurricular, non-sports club, and athletic opportunities, including at the junior high level.
- 5e** Enhance daily student life through lunch improvements and recess activities.



Goal 5a: Integrate real-world and financial literacy skills into the curriculum.

POTENTIAL PROJECTS INCLUDE:

Implement financial literacy curriculum or programming in K–8, such as Elementary Classroom Economy, Junior Achievement, or a junior high class or project.

Update the high school business class curriculum to include real-life financial and economic family simulations.

Integrate “Adulting 101” lessons or workshops into existing junior high and high school classes: basic auto maintenance, writing professional emails, household management, and basic culinary and sewing skills.

Expand access to the CEO (Creating Entrepreneurial Opportunities) program so a broader range of students, not just those in advanced classes, can benefit from real-world entrepreneurial and financial learning.

Goal 5b: Foster professional durable skills and resilience.

POTENTIAL PROJECTS INCLUDE:

Develop a Profile of a Learner for PK–12 that includes durable skills.

Adopt experiential learning models to teach professional skills and resilience, such as the Ron Clark Academy’s “Amazing Shake.”

Incorporate a Senior Project and Presentation as a culminating event for high school.

Provide opportunities for mock interviews in junior high and high school.

Establish a mentorship loop where high school interns and CEO students bring their community business experiences back into classrooms to teach and inspire younger students.



Goal 5c: Expand high school vocational and trade pathways.

POTENTIAL PROJECTS INCLUDE:

Expand agreements with John Wood Community College to provide more Career and Technical Education pathways.

Investigate career and design exploration programs, such as the University of Illinois Extension's "I Dream, I Create."

Formalize and expand internship, job shadowing, and Industry-Recognized Credential opportunities for upperclassmen.

Goal 5d: Increase and diversify curricular, extracurricular, non-sports clubs, and athletic opportunities.

POTENTIAL PROJECTS INCLUDE:

Expand club offerings based on student interest, such as horticulture and gardening via FFA, or an art museum club.

Explore adapting high school real-world electives to junior high, such as childcare, photography, woodcarving, and CEO.

Consider adding more sports based on student interest, such as soccer and boys volleyball.

Consider allowing junior high students to join high school non-sports clubs, as a behavior-linked privilege and cross-age mentorship opportunity.



Goal 5e: Enhance daily student life through lunch improvements and recess activities.

POTENTIAL PROJECTS INCLUDE:

Introduce structured physical recess and lunch activities, such as Couch to a 5K or American Ninja Warrior training.

Form a Student Lunch Advisory Council to give feedback on cafeteria menus, participate in taste tests, suggest new food options, evaluate portion sizes, and improve the cafeteria environment.

Saukee Pride, Welcoming and Equitable Culture



OUR FOCUS

Cultivating a strong, inclusive district culture where belonging, mutual respect, and community pride are actively celebrated.

THE GOALS

- 6a** Cultivate an emotionally safe, welcoming, and inclusive environment where all staff, students, and families feel a sense of belonging.
- 6b** Leverage "Saukee Pride" to strengthen district and community culture.



Goal 6a: Cultivate an emotionally safe, welcoming, and inclusive environment where all staff, students, and families feel a sense of belonging.

POTENTIAL PROJECTS INCLUDE:

Explore a schoolwide community-building framework to connect students across grade levels and engage the community, such as the Ron Clark Academy House System. *[also supports Goal 1d]*

Create staff professional development opportunities to raise awareness of biases and how to reduce them.

Expand the therapy dog program to increase student access across buildings.

Establish clear expectations of professionalism for staff to ensure a welcoming culture.

Host non-sports family events to increase Saukee Pride across buildings, such as Senior Decision Day celebrations and Family Meal Nights.

Create more frequent opportunities for staff to connect and build community across buildings.

Goal 6b: Leverage “Saukee Pride” to strengthen district and community culture.

POTENTIAL PROJECTS INCLUDE:

Host “Everyday Saukees” alumni panels featuring authentic success stories from diverse backgrounds and walks of life. *[also supports Goal 6a]*

Shift the district mindset to actively market the schools and their successes to the community and shareholders.

Partner with local businesses for seasonal, student-driven Saukee Pride displays, such as window painting and planting flowers in school colors.

Proactive, Timely, and Transparent Communication



OUR FOCUS

Establishing proactive, timely, transparent, and consistent communication to build trust and strengthen partnerships among families, staff, and the board.

THE GOALS

- 7a** Provide timely communication from district leadership with staff, families, and community members.
- 7b** Cultivate productive teacher and family partnerships focusing on student needs.
- 7c** Strengthen the Board of Education's relationships, engagement, and communication.
- 7d** Diversify communication methods for external community outreach beyond social media.



Goal 7a: Provide timely communication from district leadership with staff, families, and community members.

POTENTIAL PROJECTS INCLUDE:

Create and uphold a universal standard of communication so all stakeholders know what to expect, including more advance notice for schedule changes, events, and field trips, other than for weather and unforeseen circumstances.

Consider district and building social media leads to coordinate postings.

Increase the frequency and consistency of superintendent communication.

Create student communications internships and use junior high and high school communications classes to support district communication needs.
[also supports Goal 5b]

Goal 7b: Cultivate productive teacher/family partnerships focusing on student needs.

POTENTIAL PROJECTS INCLUDE:

Develop Parent and Family Communication Guidelines illustrating the proper steps to resolve student issues before escalating.

Prioritize staff discussions on improving effective communication during PLC time, such as a book study on *Talk to Me: Find the Right Words to Inspire, Encourage, and Get Things Done* by Kim Bearden.

Develop proactive Teacher and Staff Communication Guidelines.



Goal 7c: Strengthen the Board of Education's relationships, engagement, and communication.

POTENTIAL PROJECTS INCLUDE:

Publish quarterly reminders for the board and community outlining the proper chain of command for addressing concerns.

Improve communication between the Board and district administration for both positive feedback and opportunities for improvement.

Provide opportunities for Board of Education members to participate in the implementation of the Strategic Plan.

Goal 7d: Diversify communication methods for external community outreach beyond social media.

POTENTIAL PROJECTS INCLUDE:

Investigate the feasibility of a student-run quarterly district newspaper, in print and electronic form, supported by local business sponsors. *[also supports Goal 5b]*

Partner with the local newspaper to create a dedicated "Pikeland Spotlight" section.

Moving from Plan to Action

The Pikeland CUSD 10 Strategic Plan 2026–2031 will guide districtwide decision-making over the next five years. To ensure meaningful and measurable progress toward the strategic priorities and goals, the district will:

Develop an annual implementation plan with specific action steps, leads, timelines, and success metrics aligned to the Strategic Plan goals.

Provide annual progress updates to the Board of Education and the community, along with interim updates as key projects are completed, connecting back to the strategic goals on an ongoing basis.

Continue gathering stakeholder input to revise goals and projects as needed, in the spirit of continuous improvement and responsiveness.

Become, Belong, Saukee Strong





**PIKELAND COMMUNITY
UNIT SCHOOL DISTRICT 10**

PITTSFIELD, ILLINOIS