

FY26-FY31

Continuous School Improvement Plan

(Comprehensive Local Education Plan)



CONTINUOUS SCHOOL IMPROVEMENT PLAN

FY26-FY31

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Mr. Brent Haken State Director
Oklahoma Department of Career and Technology Education

ASSURANCE STATEMENT

I hereby certify that the local board of education approved the Comprehensive Local Education Plan

(CLEP) on _____
Date

Signature of Local Board President

Date

Subscribed and sworn to before me this _____ day of _____, 20 ____.

Notary Public (or clerk or Judge)

My Commission Expires _____

Continuous School Improvement Plan

FY26-FY31

(Strategic Plan)

Updated- 4-4-26

Vision

Indian Capital Technology Center develops world-class leaders for the workplace.

Mission

Indian Capital Technology Center develops individuals for success in the workplace by providing world class training.

Motto

Jobs. Jobs. Jobs.

Core Values

We believe that:

- Every individual deserves to be served with integrity, honesty, and ethical standards.
- We are comprised of highly trained professionals operating as a unified system to serve our customers and provide a strong return on investment (ROI).
- We commit to student/client success by providing quality training opportunities that meet the schedules, delivery methods and skill development needs of our customers.
- We collaborate with secondary education, higher education, industry and the business sector for value added training and services that lead to economic and personal growth.
- A continuous School Improvement Plan is in place and serves as a guide for decision making.
- We market to our service area to assure an awareness of access and opportunity for all citizens.
- We strive to meet the needs of our communities.

Our goals are:

- To provide training and services that are career focused and industry driven to effectively meet customer demands and expectations.
- To utilize Professional Learning Communities in a collaborative manner for continued school improvement.
- To successfully create a system-wide culture that reflects an environment of collaboration, best practices, and professional development.
- To effectively execute ICTC'S School Improvement model to enhance technical skills training, student academic achievement, and work readiness skills that are embedded with high expectations for student learning.
- To fully invest in human resource development through mission driven employment practices and professional development opportunities for all employees.
- To actively foster partnerships that promote economic development.
- To be effective and diligent in assisting students to secure potential employment in their chosen career path.
- To continuously upgrade and enhance our facilities and equipment to meet industry standards, environmental concerns, and future technical needs.



Indian Capital Technology Center School Improvement Model

“Student Success Is Hanging in the Balance”

THE TRIANGLE

This structure signifies strength and endurance. ICTC’s common educational partners provide students with the base, Academic Skills. The two sides of the triangle, **Technical Skills and Work Readiness**, are the foundation of Career and Technical education. All three are necessary for the development of a well-prepared, career-ready individual. The ICTC educational experience is reinforced through rigorous and relevant instruction grounded in a relationship of mutual respect, trust, and care. Together the three sides form a triangle, one of the strongest of all geometrical designs known.

THE SCALES

Scales are the symbol associated with fairness, justice, and balance. Student success becomes more achievable by providing a true balance of Academic, Technical and Work Readiness skills. ICTC demonstrates fairness and justice by providing the most current training for all students.

IN SUMMARY

For continuous school improvement to take place and maximize return on investment, ICTC educators must have:

The will to act, the courage to act, the persistence to keep acting because “Student Success” is hanging in the balance.

INDIAN CAPITAL TECHNOLOGY CENTER

CONTINUOUS SCHOOL IMPROVEMENT PLAN

“Preparing people for success”

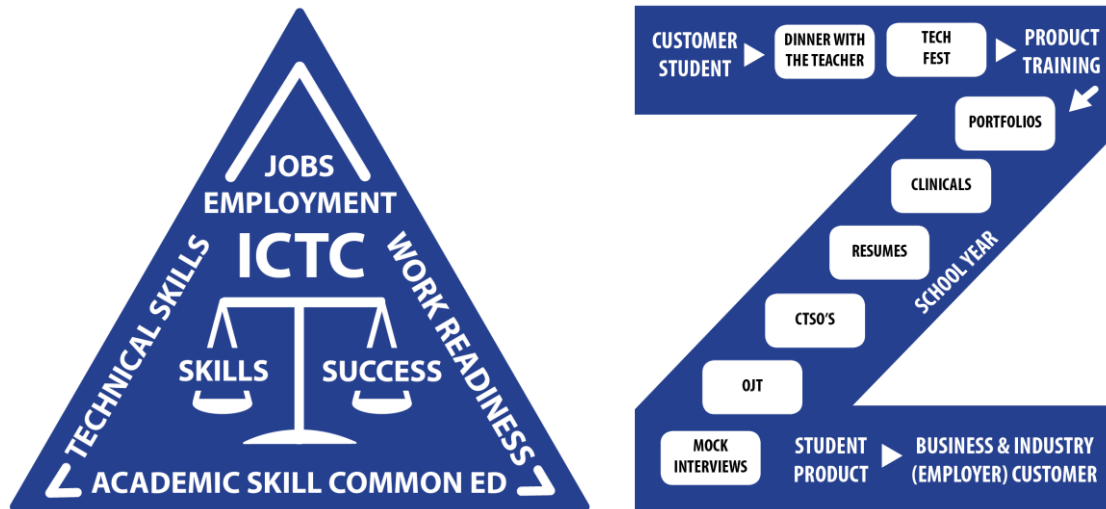
Founded in 1970, Indian Capital Technology Center (ICTC), located in eastern Oklahoma, provides career and technology education (CTE) for secondary and post-secondary students. ICTC has six campuses (Adult Health, Coweta, Muskogee, Sallisaw, Stilwell, & Tahlequah) strategically located over a seven (7) county area with a population of approximately 250,000 people and is comprised of 54 school districts. Post-Secondary and primarily 11th and 12th grade secondary students are served by a variety of programs offering 31 different Career Majors. Per ODCTE Follow Up Data, currently the district is serving a ratio of 73% secondary and 27% post-secondary students. Adult Career Development short-term courses are offered mostly in the evening and/or online. Business and Industry Services provide training for new technologies, government bid assistance, manufacturing solutions, customized training courses, and safety in the work place.

ICTC serves a demographically diverse student population. Per ICTC Enrollment Trends Data for the 24/25 school year ICTC had approximately 1,607 full time students, approximately 2,769 Adult Career Development students, and approximately 9,800 Business and Industry enrollees. The 2024/2025 full-time student population was comprised of approximately 45% Caucasian, 31% Native American, 10% Hispanic, 5% African American, and 9% other or unclassified. The majority of the students live in a rural setting and approximately 78% are economically disadvantaged. Based on 2020 decennial census data, only 6.5% of the residents in the ICTC district has a bachelors degree.

The governing board of the district is a five (5) member elected Board of Education representing zones determined equally by population. The district has a superintendent with a central office staff. Each of the six campuses and Business and Industry divisions are supervised by directors. Ancillary areas are managed by district administrators for Adult Career Development, Student & Instructional Services, Technology Services, and Marketing/Student Information.

Great strides have been made by ICTC Administration to instill a continuous school improvement process across the district. Efforts are being made to create a “change mindset” in which employee evaluations are perceived as growth instruments to help individuals or teams improve instead of meeting compliance issues or reactionary to poor performance. The new focus helps ICTC meet goals that support key practices. In this “change mindset,” data guides process implementation and decision making.

ICTC’s administration believes that a blended approach to continuous school improvement allows ICTC to choose best practices from multiple improvement models and apply them to the unique demographics and needs for the district. By implementing a best practice approach along with regular legal consultation, ICTC meets all state and federal regulations, remains competitive with other educational institutions, and serve the communities within our district.



The ICTC School Improvement Model is the foundation for all services and resources provided to our customers.

To better understand the School Improvement Mode, ICTC has spent considerable energy identifying key strategies, identifying customers, our products and our mission: develop individuals for success in the workplace by providing world-class training.

By identifying best practice strategies and identifying the beginning and end customer, ICTC has been able to align activities or processes that support the Academic, Technical, and Work Readiness skills.

To ensure that ICTC's district-wide change mindset continues to gain momentum, specific performance measures are emphasized and benchmarked. The performance measures ensure ICTC's leadership makes data-informed decisions. Additionally, these performance measures support the School Improvement Model (ICTC Triangle) as well as the services and products we deliver to our customers (Z Philosophy.) The benchmarked performance measures are:

- Enrollment Capacity
- Completion / Retention
- Job Placement
- Credential Attainment (First Attempt)

ICTC has outlined components of school excellence, key improvement strategies for continuous school improvement. Detailed below, these are designed to move the district's continuous school improvement efforts forward by using best practices to improve what we currently do and using next practices to do what we have never done.

COMPONENTS OF SCHOOL EXCELLENCE

KEY IMPROVEMENT STRATEGIES

The following Five Components of School Excellence have been identified by Indian Capital Technology Center as essential to implementing and sustaining the district Continuous School Improvement Model. For the plan to be continuous, it must remain flexible and fluid in application and relevance. The Components are identified and supported by key improvement strategies and actions for each area. By implementing each strategy, ICTC will increase the level of performance and outcomes for both students and staff.

ICTC has identified the following Components, Strategies and Actions:

I. Balance

Promote a balanced school improvement model that supports academic, technical, and work readiness skills while maintaining a constant *focus on the end result of Jobs, Jobs, Jobs*.

II. Customer Focused

Identify internal and external customers and provide quality services to all involved stakeholders for full time programs, Adult Career Development, and Business and Industry Services.

III. Leadership by All

Emphasize the development of Wildly Important Goals (WIGS) by all employees to ensure that ICTC's mission, vision, and motto are carried out.

IV. Professional Accountability

Create performance evaluations based on the Teacher Leader Effectiveness (TLE) process for all staff.

V. Quality Services

Ensure quality services are being implemented by promoting performance-based incentives for staff while measuring student quality performance measures such as: Capacity, Completion/Retention, Placement, and Credential/Certifications received.

I. BALANCE

Promote a balanced school improvement model that supports academic skill attainment, technical skills, and work readiness skills while maintaining a constant focus on Jobs, Jobs, Jobs.

Strategies:

A. Develop a shared mission, vision, and motto with high expectations for all

1. Revisit the district vision and mission statements a minimum of every three years to clarify focus, purpose, and understanding
 - a) Continue using a participatory process such as Professional Learning Communities and Advisory Boards for guidance
 - b) Utilize the ICTC School Improvement Model (ICTC Triangle) and Z Philosophy as visual representations of our process and focus leading to Jobs, Jobs, Jobs.

- c) Review and adapt the district's Continuous School Improvement Plan (CSIP) a minimum of every three years to guide future practices
- 2. Communicate and model the school's mission, vision, motto, values and goals in what we do and in all forms of communication, including electronic media.
- 3. Maintain strong partnerships with communities, partner schools, higher education, and businesses/industry to enhance economic development.
- B. Adopt a best practice approach utilizing the ODCTE Accreditation process improvement model, ICTC Staff needs Assessments, and stakeholder input to guide leadership development.**
 - 1. Utilize the ODCTE Accreditation Report and other program specific accreditation reports to guide professional development offerings.
 - a) Develop practices that embrace different cultures, backgrounds, industries, and skillsets.
 - b) Conduct leadership activities that develop well-rounded, impactful leaders.
 - 2. Continue developing the ICTC Levels of Excellence Performance System.

Continue benchmarking progress by gathering data in the areas of capacity, completion/retention, job placement, and credential/certification attainment benchmarks.
 - 3. Conduct targeted professional development.
 - 4. Include state and local Oklahoma Workforce placement rates and employment outlook data in decision making processes.
- C. Create a climate that is accepting or reflects a change or growth mindset by following the District School Improvement Model (ICTC Triangle) while focusing on the customer (Z Philosophy).**

Establish a culture that creates and maintains the need for growth exhibited by:

 - a) Leadership, staff, students, and stakeholders articulate the reasons for growth and can describe the vision of school improvement.
 - b) Leadership and staff demonstrate a 21st century culture of growth for high expectations for all students.
 - c) Staff and stakeholders take ownership of the improvement plan with clear goals and objectives.
 - d) Leadership focus on sustaining momentum for growth and reduces resistance to growth.
- D. Establish a learning culture for all utilizing Professional Learning Communities (PLCs)**
 - 1. Continue using shared leadership practices to grow the district.
 - 2. Create opportunities for collaborative activities.

II. CUSTOMER FOCUSED

Identify internal and external customers and provide quality services to all involved stakeholders for full-time programs, Adult Career Development and Business and Industry Services. (Z Philosophy)

Strategies:

A. Use professional development surveys to identify program specific training to benefit all service areas.

Provide professional development opportunities for staff that is specific to their program and beneficial to their service area.

B. Promote the ICTC Z Philosophy to all staff and stakeholders.

1. Initial customer is the Student.
2. Initial product is curriculum & training offered by ICTC
3. Curriculum and training take place at and through ICTC "Magic". Magic happens as ICTC provides technical skills, student organization leadership, soft skills, and academic enhancement.
4. Final product: a well-trained employee.
5. Final customer: employers.

C. Instructional practices include a wide range of strategies and tools to meet the needs of diverse learners

1. Ensure that instruction is differentiated and personalized.
2. Focus on literacy and numeracy including but not limited to (Max Teaching, Math in CTE, etc.)
3. Professional Learning Communities meet regularly to collaborate on instructional practices.
4. Provide opportunities for blended on-line instruction and work-based learning.
5. Develop instructional coaches through targeted professional learning (e.g., Instructional Coaching Group – Dr. Jim Knight, OU Instructional Coaching Innovations) to strengthen coaching practices and improve instructional outcomes.
6. Provide professional development training on student literacy.

D. Develop a long-range District Professional Development Plan focused on student/client needs

1. Annually perform an in-district professional development needs assessment in alignment with the district continuous school improvement plan.
2. Develop individual plans by campus, division, and instructor to meet professional development instructional needs.
3. Identify opportunities for professional development with emphasis on maintaining consistency of time and processes across the district.

4. Provide professional development opportunities for administration and staff with ODCTE, Tech Cap, TechCENT\$, ICTC New Staff/Teacher Induction, ODCTE New Teacher Induction, etc.
- E. Maximize opportunities for administrators and staff to attend school improvement seminars such as ACTE CareerTech VISION, NCLA Best Practices & Innovations in CTE Conference, CCOSA Leadership Conference, etc.

III. LEADERSHIP BY ALL

Emphasize the development of Wildly Important Goals (WIGs) by all employees to ensure that ICTC's mission, vision, and motto are carried out.

Strategies:

Implement a best practices leadership model.

1. Provide continuous training for a complete understanding and application of best practices leadership.
 - a) Leadership attends best practices conferences such as ACTE CareerTech VISION, NCLA Best Practices & Innovations in CTE, CCOSA Leadership Conference, etc.
 - b) Leadership participates in ODCTE Accreditation site visit examiner teams.
 - c) Continue Leadership Professional Learning Community – Staff Culture & Relationship led by Paradigm Shift.

B. Shared Leadership by All

1. Continue to develop the WIG setting process (WIG's) for all employees to support the mission, vision, and motto.
 - a) Share district wide initiatives and long-range objectives with department and campus leaders during the annual Strategic Planning Leadership Retreat.
 - b) Leadership members develop WIGs designed to have a positive impact on the district-wide initiatives and long-range objectives.
 - c) Campus and department leaders assist all employees under their supervision in developing individual and team goals that support the determined WIG's.

C. Utilize Professional Learning Communities

1. Utilize PLCs as a way of conducting business.
2. Use Professional Learning Communities with partner schools, higher education, business and industry, government and state-wide CTE. (EXAMPLE: The Muskogee Area Education Consortium)
3. Create team-building opportunities, experiences, and training.
4. Continue developing employee understanding of social styles and personality styles to increase versatility and diversity acceptance.

D. Collaborative Communication with stakeholders.

1. Continue working with stakeholders such as staff, students, advisory boards, businesses and industry, etc.
 - a) to build consensus on needs and
 - b) develop processes for implementation of identified needs.
 2. Improve communications with all ICTC stakeholders through technology and media sources.
- E. Acquire and develop a high-quality staff.**
1. Utilize effective and efficient employment practices/processes.
 2. Support all instructional staff for teacher/program credentialing, recertification, and identifying industry needs.
 3. Continue encouraging/incentivizing personal and professional growth.
- F. Continue alignment of professional development 6-Year Plan with district continuous school improvement model.**

IV. PROFESSIONAL ACCOUNTABILITY

Create performance evaluations based on the Teacher Leader Effectiveness (TLE) process for all staff.

Strategies:

Continue developing Career Tech Evaluation heavily imbedded in the Tulsa Model of the Oklahoma Teacher and Leader Effectiveness process.

1. Continue developing the CT TLE Evaluation rubrics that describe different levels of quality instruction.
 2. Continue developing evaluation rubrics for all non-instructional ICTC staff.
 3. Develop processes that align the ICTC evaluation processes with district Levels of Excellence objectives.
 4. Implement PLC Focus giving instructors a structured goal-setting process for identifying and achieving their professional goals.
- B. Develop learning environments that provide personalized instruction for students.**
- Embed strategies and practices to personalize instruction for students
- C. Maintain an organizational structure driven by instructional needs and practices.**
1. Incorporate project-based instruction and work-based experiences or internships/apprenticeships.
 2. Utilize the latest proven technologies and adopted industry specific equipment to support student learning and skill development.
 3. Continually evaluate the school calendar and daily instructional schedule to increase both instructional and professional development time.
- D. Maximize resources for student learning**
1. Provide support necessary to carry out the continuous school improvement model, mission, vision, and motto.

2. Explore alternate funding resources to enhance student learning and ICTC resources.
- E. Maximize resources to provide services and support to meet the needs of the Business and Industry / Adult Career Development customers.**
 1. Develop training programs based upon industry needs and requests.
 2. Continuously evaluate Business and Industry Services / Adult Career Development adjunct instructors for effectiveness and customer satisfaction.
- F. Align district resources with student learning needs.**
 1. Develop a working knowledge and understanding of the Common Career Technical Core as it applies to each ICTC program and what a student should know and be able to do after completing the course of study.
 2. Utilize various funding streams to maximize the learning opportunities for students while keeping training programs aligned with workforce and industry standards.
 3. Use advisory committees to develop and approve the Special Equipment/Building Fund and 5-Year Plan.

V. QUALITY SERVICES

Ensure quality services are being implemented by creating performance-based incentives that support Levels of Excellence criteria for staff and measures student credential/certification received and certification exam pass rates.

Strategies:

Continue developing ICTC's longitudinal data system (Levels of Excellence) for measuring student, teacher, and district success.

1. Continue developing quantitative data (Levels of Excellence) and qualitative indicators (OKTLE-based evaluation process) that measure instructional effectiveness.
 2. Identify and analyze valid data throughout the decision-making process.
 3. Actively engage advisory committees and employers to keep career major offerings current and appropriate.
 4. Measure and update the Return on Investment (ROI) of programs for students based on established criteria/formulas.
- B. Interpret data from identified criteria to immediately intervene and adjust instructional practices to meet student needs.**
1. Monitor student progress on a regular real-time basis.
 2. Select student performance measures that indicate academic, technical, and work readiness competencies.
 3. Identify and utilize qualitative data from the OKTLE-based evaluation process to guide decisions.

C. Use the Levels of Excellence Performance Bonus System to improve the ICTC Enrollment Capacity Rates, Completion Rates, Placement Rates, and Certification/Competency Rates.

1. Continue refining and monitoring the student credentials/certifications element within the Levels of Excellence process to ensure effectiveness and consistency.
2. Evaluate advisement and recruitment process to assure student interests, academic abilities, and skill sets are matched appropriately to available programs and opportunities.
3. Utilize the Student Advocacy System to monitor and support individual student needs.
 - a) Provide a bridge from home, to school, to a career.
 - b) Engage families.
 - c) Improve faculty/student relationships.
 - d) Utilize family involvement to boost student attendance.
 - e) Utilize family involvement to boost student achievement.
 - f) Empower students and family through Individual Career Academic Plans, Programs of Study and Career Guidance.

D. Monitor and evaluate Business and Industry Services / Adult Career Development LOE performance and processes to positively impact district performance and ROI.

1. Enhance partnerships with individuals, advisory committees, economic development entities, and other agencies.
2. Focus on customer service.
3. Create transparent and seamless access for users.
4. Promote sharing of resources with all ICTC divisions (full-time programs, Business and Industry Services, and Adult Career Development).

E. Review and refine ICTC's Continuous School Improvement Plan on a regular ongoing basis as driven by student needs and measured by LOE success at program and campus levels.

1. Utilize Professional Learning Communities, staff surveys and input to identify professional development needs.
2. Seek advisory committee and stakeholder recommendations or input through surveys and/or individual meetings.

F. Identify new and emerging challenges, their potential solutions, and successful practices.

1. Keep current on school improvement strategies i.e. Max Teaching, AI Symposium for Oklahoma Educators, ACTE CareerTech VISION, etc.
2. Seek feedback on school programs from students, teachers, parents, and community members through the following:
 - a) Advisory committees
 - b) Partner schools
 - c) Current student surveys
 - d) Potential student surveys

- e) Business surveys
- f) Parent surveys
- g) Staff surveys

G. Stay current with “Best Practices” process, research, and tools.

1. Be an active member of the ODCTE Instructional Leaders Professional Learning Community for school improvement.
2. Be an active participant in the Accreditation process at the state and program level.
3. Be a support agent for other educational entities.
4. Participate in ACTE CareerTech VISION, NCLA Best Practices & Innovations in CTE, and other best practices conferences as appropriate.



MUSKOGEE CAMPUS
918-687-6383 / 800-375-8324
 2403 N. 41st Street East
 Muskogee, OK 74403



SALLISAW CAMPUS
918-775-9119 / 800-340-9119
 401 E. Houser Ind. Blvd.
 Sallisaw, OK 74955



STILWELL CAMPUS
918-696-3111 / 866-696-3111
 Route 6 Box 3320
 Stilwell, OK 74960



TAHLEQUAH CAMPUS
918-456-2594 / 800-340-2594
 240 CareerTech Way
 Tahlequah, OK 74464



ADULT HEALTH CAREERS CAMPUS
918-348-7998 / 800-375-8324
 2403 N. 41st Street East
 Muskogee, OK 74403



WAGONER COUNTY CAMPUS
918-897-3734
 31350 State Hwy 51
 Coweta OK, 74429

Capital Improvement Plan

MUSKOGEE CAMPUS | Capital Improvement Plan

FY27	FY28	FY29	FY30	FY31
FUNCTIONAL AREA: REMODEL Old HVAC, HCC & NT CLASSROOMS / LAB for Health Zone COST ESTIMATE: \$300,000 FUNDING SOURCE: LOCAL	FUNCTIONAL AREA: Remodel Academic Center & Testing Lab into Student Break Area COST ESTIMATE: \$300,000 FUNDING SOURCE: LOCAL FUNCTIONAL AREA: Remodel/Update Electrician Assistant Classrooms COST ESTIMATE: \$200,000 FUNDING SOURCE: LOCAL 	FUNCTIONAL AREA: Remodel Auto Service Classroom & Office COST ESTIMATE: \$200,000 FUNDING SOURCE: LOCAL FUNCTIONAL AREA: Flooring/Re-carpet Adult Health COST ESTIMATE: To be Determined FUNDING SOURCE: LOCAL 	FUNCTIONAL AREA: Remodel Old Sports Medicine into trades program TBD COST ESTIMATE: \$300,000 FUNDING SOURCE: LOCAL 	

Projects utilizing local funds and state bond funds no longer have to be approved by the State Board. Projects using other state funds require State Board approval. All construction projects that impact instruction must be approved by the ODCTE. If you have construction or remodel projects that have not been approved by the ODCTE, please contact your Technology Center Services Coordinator to determine the process.

SALLISAW CAMPUS | Capital Improvement Plan

FY27	FY28	FY29	FY30	FY31
FUNCTIONAL AREA: CONSTRUCTION OF NEW CLASSROOM BUILDING ON EAST END OF PROPERTY COST ESTIMATE: \$3,000,000 FUNDING SOURCE: LOCAL _____	FUNCTIONAL AREA: REMODEL OLD WELDING AREA INTO NEW CARPENTRY PROGRAM COST ESTIMATE: \$750,000 FUNDING SOURCE: LOCAL _____	FUNCTIONAL AREA: REPLACE 5 HVAC UNITS COST ESTIMATE: \$50,000 FUNDING SOURCE: LOCAL _____ FUNCTIONAL AREA: REMODEL OLD SERVICE CAREERS INTO ELECTRICAL TRADES COST ESTIMATE: \$750,000 FUNDING SOURCE: LOCAL _____	FUNCTIONAL AREA: PARKING LOT & DRIVEWAY UPDATES COST ESTIMATE: \$250,000 FUNDING SOURCE: LOCAL _____	

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STILWELL CAMPUS | Capital Improvement Plan

FY27	FY28	FY29	FY30	FY31
FUNCTIONAL AREA: ROOF RECOATING FOR T&I BUILDING & AUTO SERVICE COST ESTIMATE: \$65,000 FUNDING SOURCE: LOCAL FUNCTIONAL AREA: REPLACE UP TO 5 HVAC UNITS COST ESTIMATE: \$50,000 FUNDING SOURCE: LOCAL	FUNCTIONAL AREA: REMODEL/UPDATE OLD ACADEMIC CENTER SPACE COST ESTIMATE: \$150,000 FUNDING SOURCE: LOCAL	FUNCTIONAL AREA: REMODEL/UPDATE OLD ACADEMIC CENTER SPACE COST ESTIMATE: \$50,000 FUNDING SOURCE: LOCAL	FUNCTIONAL AREA: REPAVE PORTION OF PARKING LOT COST ESTIMATE: \$15,000 FUNDING SOURCE: LOCAL	

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TAHLEQUAH CAMPUS | Capital Improvement Plan

FY27	FY28	FY29	FY30	FY31
FUNCTIONAL AREA: UPDATE MEDICAL ASSISTING & NURSERY SPACE COST ESTIMATE: \$250,000 FUNDING SOURCE: LOCAL	FUNCTIONAL AREA: BUILD OUTDOOR WELDING SPACE COST ESTIMATE: \$150,000 FUNDING SOURCE: LOCAL	FUNCTIONAL AREA: REMODEL OLD SERVICE CAREERS FOR T&I PROGRAM COST ESTIMATE: \$350,000 FUNDING SOURCE: LOCAL	FUNCTIONAL AREA: MULTIPURPOSE CENTER COST ESTIMATE: \$2,000,000 FUNDING SOURCE: LOCAL	
FUNCTIONAL AREA: UPDATE/REMODEL HALLWAY IN MAIN BUILDING COST ESTIMATE: \$200,000 FUNDING SOURCE: LOCAL	FUNCTIONAL AREA: REMODEL OLD OSSM ROOM FOR EXPANDED IT SPACE COST ESTIMATE: \$150,000 FUNDING SOURCE: LOCAL			
FUNCTIONAL AREA: RESEAL PARKING LOT COST ESTIMATE: \$75,000 FUNDING SOURCE: LOCAL				
FUNCTIONAL AREA: REPLACE 5 HAVAC UNITS COST ESTIMATE: \$65,000 FUNDING SOURCE: LOCAL				

TAHLEQUAH SKILLS CENTER | Capital Improvement Plan

FY27	FY28	FY29	FY30	FY31
FUNCTIONAL AREA: PAINT EXTERIOR OF BUILDINGS COST ESTIMATE: \$50,000 FUNDING SOURCE: LOCAL	FUNCTIONAL AREA: RESEAL PARKING LOT COST ESTIMATE: \$100,000 FUNDING SOURCE: LOCAL			

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WAGONER CO. CAMPUS | Capital Improvement Plan

FY27	FY28	FY29	FY30	FY31
		FUNCTIONAL AREA: PLANS FOR A NEW TWO PROGRAM BUILDING COST ESTIMATE: TBD FUNDING SOURCE: LOCAL		

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Non-Discrimination Plan

NON-DISCRIMINATION PLAN FY27-FY31

ICTC Non-Discrimination Policy

Nondiscrimination Policy: ICTC does not discriminate on the basis of sex, race, color, national origin, disability, age, or any other characteristic protected by law and prohibits sex discrimination in any education program or activity that it operates, as required by Title IX and its regulations, including in admissions and employment. Title IX Coordinator - Kimberly Morgan, kimberly.morgan@ictech.edu, 918-348-7915; 504 Coordinator - Dena Longpine, dena.longpine@ictech.edu, 918-348-7965, 2403 N. 41st Street East, Muskogee, OK 74403.

Federal Compliance Officer

NAME	Kimberly Morgan
Position	District Administrator for Instructional & Student Services
Work Address	ICTC, 2403 N. 41 st Street East, Muskogee, OK 74403
Work Telephone	918-687-6383, Ext.7915 or 918- 348-7915
Work Fax Number	888-211-1808
E-Mail Address	kimberly.morgan@ictech.edu

Campus Compliance Officers:

CAMPUS	NAME, EMAIL, PHONE	ADDRESS
Coweta	Sarah Northcutt Sarah.northcutt@ictech.edu 918-897-3748	ICTC Building A 3150 St. HWY 51 Coweta, OK 74429
Coweta	Ronnie Jones Ronald.jones@ictech.edu 918-897-3732	ICTC Building E 3150 St. HWY 51, Coweta, OK 74429
Muskogee	Sharon Billings Sharon.billings@ictech.edu 918-348-7936	ICTC Building A, Student Serv. 2403 N. 41 st St. East Muskogee, OK 74403
Muskogee	Matt Swanson Matt.swanson@ictech.edu 918-348-7958	ICTC Building A, Student Serv. 2403 N. 41 st St. East Muskogee, OK 74403
Sallisaw	Glenn Hutchinson Glenn.hutchinson@ictech.edu 918-571-4067	ICTC, Building D 401 E. Houser Ind. Blvd. Sallisaw, OK 74955

Sallisaw	Darren Barnhill Darren.barnhill@ictech.edu 918-571-4070	ICTC Building C 401 E. Houser Ind. Blvd. Sallisaw, OK 74955
Stilwell	Chad Bunch Chad.bunch@ictctech.com 918-696-3111	ICTC Building A 470826 E. 810 Rd. Stilwell, OK 74960
Stilwell	Dusty Miggetto Dusty.miggetto@ictech.edu 918-797-8515	470826 E. 810 Rd. Stilwell, OK 74960
Tahlequah	Jennifer Lynn Jennifer.lynn@ictech.edu 918-708-3691	ICTC, Building A 240 Career Tech Way Tahlequah, OK 74464
Tahlequah	Tim Loughmiller Tim.loughmiller@ictech.edu 918-456-3692	ICTC, Building C 240 Career Tech Way Tahlequah, OK 74464

Accessibility Compliance Officer

LOCATION	NAME and ADDRESS	PHONE	E-MAIL
Muskogee	Kimberly Morgan ICTC, Building A, Instr. Services 2403 N. 41 st St. E. Muskogee, OK 74403	918-348-7915	kimberly.morgan@ictech.edu

Professional Development Contact

LOCATION	NAME	PHONE	E-MAIL
Muskogee	Kimberly Morgan	918-348-7915	kimberly.morgan@ictech.edu

Instructional Program Administrators

NAME	Angela Kohl
Position	Muskogee Campus Director
Work Address	ICTC, 2403 N. 41 st Street East, Muskogee, OK 74403
Work Telephone	918-687-6383, Ext.7947 or 918-348-7947
Work Fax Number	918-687-6624
E-Mail Address	Angela.kohl@ictech.edu

NAME	Nick Carter
Position	Sallisaw Campus Director
Work Address	ICTC, HC 61, Box 12, Sallisaw, OK 74955-9401
Work Telephone	918-775-9119
Work Fax Number	918-775-7305
E-Mail Address	Nick.carter@ictech.edu
NAME	Cassie Shores
Position	Stilwell Campus Director
Work Address	ICTC, Route 6, Box 3320, Stilwell, OK 74960
Work Telephone	918-696-3111
Work Fax Number	918-696-3031
E-Mail Address	Cassie.shores@ictech.edu

NAME	Dudley Hume
Position	Tahlequah Campus Director
Work Address	ICTC, 240 CareerTech Way, Tahlequah, OK 74464
Work Telephone	918-456-2594
Work Fax Number	918-456-0140
E-Mail Address	Dudley.hume@ictech.edu
NAME	Carol Williams
Position	Adult Health Campus Director
Work Address	2403 N. 41 st Street East, Muskogee, OK 74403
Work Telephone	918-348-4050
Work Fax Number	888-811-5525
E-Mail Address	Carol.williams@ictech.edu