



Renton School District  
5-Year CTE Program Plan

School Year: 2021-2022  
Program Area: Agriculture  
Next Re-Approval Year: 2020-21

2020-21 courses

New or renamed – color-coded

Eliminated courses – have a strikethrough

Environmental Science

- NGSS Environmental Science A, B 030104
- AP/CiHS Environmental Science 030201
- IB Environmental Systems & Societies A, B, C 030201
- Natural Resources Biology 030101
- Chemistry in the Community 011202

| Middle Schools | Hazen | Lindbergh | Renton High | Talley |
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New courses planned for 2021-2022:

1. CiHS E. Science (AP Framework)

Prospective Courses Beyond 2022:

1. Final Planning for Chem Com implementation for 2022-23
2. Pilot AP/CTE Bio



| Quality Criteria | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 | 2024-2025 |
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| <p><b><i>Educator Licensing</i></b><br/><b><u>WAC 181-77-014</u></b></p> <p><u>Guiding Statements:</u></p> <ul style="list-style-type: none"> <li>• All District and OSPI hiring and licensing procedures followed.</li> <li>• V-Code/CIP match verified</li> <li>• Program/GAC approval.</li> <li>• For Conditionals <ul style="list-style-type: none"> <li>○ No regularly certificated CTE educator is available.</li> <li>○ 50 Clock hour training plan on file.</li> </ul> </li> </ul> <p><b>(Criteria 1)</b></p> | Certifications reviewed and approved by the GAC and maintained on separate Excel | Certifications reviewed and approved by the GAC and maintained on separate Excel | Certifications reviewed and approved by the GAC and maintained on separate Excel | Certifications reviewed and approved by the GAC and maintained on separate Excel | Certifications reviewed and approved by the GAC and maintained on separate Excel |
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| <p><b><i>Curriculum, Instruction, and Evaluation</i></b><br/><b><u>RCW 28A.700.010</u></b></p> <p><u>Guiding Questions:</u></p> <ul style="list-style-type: none"> <li>• Approved frameworks?</li> <li>• What's working, what's not?</li> <li>• What is outdated?</li> <li>• What is new and emerging?</li> <li>• 21<sup>st</sup> Century Skills integration?</li> <li>• What new course(s) should be considered?</li> <li>• Dual credit opportunities?</li> <li>• Extended Learning opportunities?</li> <li>• Career awareness &amp; exploration covered in all courses?</li> </ul> <p><b>(Criteria 2)</b></p> | 1. Teachers supported to attend the WAAE state conference for curriculum, program and FFA support, as well as WA-ACTE conferences for general CTE integration. 2 Implemented Nat'l Res Bio and piloted AP option. 3. Ongoing PLC meetings and the advisory process to improve CTE model additions to current science classes. 4. Continue to monitor articulations with RTC with goal of expansion of connections and researched other articulation agreements – continued attempts to articulate with Green River's program. 5.Prepared for WSL local Agriscience industries. | 1. Teachers supported to attend the WAAE state conference for curriculum, program and FFA support, as well as WA-ACTE conferences for general CTE integration. 2. Refine implementation frameworks, curriculum, submit new as needed, locally modify as needed, with Chem Com next. 3. Ongoing PLC mtgs and the advisory process to improve CTE model additions into Sci. 4. Continue to monitor articulations with goal of expansion of connections and research other articulation agreements with post-secondary partners. 5.Continue research of internship/job shadow pathways with local Agriscience industries. 6. Draft plans to add new courses as needed. | 1. Teachers supported to attend the WAAE state conference for curriculum, program and FFA support, as well as WA-ACTE conferences for general CTE integration. 2. Refine implementation frameworks/curriculum, submit new as needed, locally modify as needed. 3. Ongoing PLC meetings and the advisory process to improve CTE model additions to current science classes. 4. Continue to monitor articulations with RTC with goal of expansion of connections and research other articulation agreements with other post-secondary partners. 5.Continue research of internship/job shadow pathways with local Agriscience industries. 6. Draft plans to add new courses as needed. | 1. Teachers supported to attend the WAAE state conference for curriculum, program and FFA support, as well as WA-ACTE conferences for general CTE integration. 2. Refine implementation frameworks, curriculum, submit new as needed, locally modify as needed. 3. Ongoing PLC meetings and the advisory process to improve CTE model additions to current science. 4. Continue to monitor articulations with RTC with goal of expansion of connections and research other articulation agreements with other post-secondary partners. 5.Continue research of internship/job shadow pathways with local Agriscience industries. 6. Draft plans to add new courses as needed. | 1. Teachers supported to attend the WAAE state conference for curriculum, program and FFA support, as well as WA-ACTE conferences for general CTE integration. 2. Refine implementation frameworks, curriculum, submit new as needed, locally modify as needed. 3. Ongoing PLC meetings and the advisory process to improve CTE model additions to current science. 4. Continue to monitor articulations with RTC with goal of expansion of connections and research other articulation agreements with other post-secondary partners. 5.Continue research of internship/job shadow pathways with local Agriscience industries. 6. Draft plans to add new courses as needed. |  |
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| Quality Criteria | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 | 2024-2025 |
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| <p><b>Academic Integration</b><br/><u>RCW 28A.700.010(2)(a)</u></p> <p>Guiding Questions:</p> <ul style="list-style-type: none"> <li>Core academics integration?</li> <li>Cross-credit opportunities?</li> <li>Course Equivalent opportunities?</li> </ul> <p>(Criteria 3)</p> | <p>1. All framework delineate core academic integration and these courses, ES &amp; Nat'l R Bio offer a science credit. 2. Ongoing PLC mtgs and the advisory process to improve core academic integration. 3. Draft planning to add Chem and the Community – already Advisory, OSPI, &amp; DIMC approved, in 22-23. Both Nat'l RBio and Chem Com will be locally determined as course equivalent.</p> | <p>1. All framework delineate core academic integration and these courses offer a science credit. 2. Ongoing PLC meetings and the advisory process to improve core academic integration. 3. Review student and staff input for needed academic integration.</p> | <p>1. All framework delineate core academic integration and these courses offer a science credit. 2. Ongoing PLC meetings and the advisory process to improve core academic integration. 3. Review student and staff input for needed academic integration</p> | <p>1. All framework delineate core academic integration and these courses offer a science credit. 2. Ongoing PLC meetings and the advisory process to improve core academic integration. 3. Review student and staff input for needed academic integration</p> | <p>1. All framework delineate core academic integration and these courses offer a science credit. 2. Ongoing PLC meetings and the advisory process to improve core academic integration. 3. Review student and staff input for needed academic integration</p> |
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| <p><b>Student Access to Program</b><br/><u>RCW 28A.700.010</u></p> <p>Guiding Questions:</p> <ul style="list-style-type: none"> <li>How do we fix our gender participation issues in programs?</li> <li>How do we address our ethnicity participation issues in programs?</li> <li>Other participation issues noted?</li> </ul> <p>(Criteria 4)</p> | <p>1. Current access/student registration for classes is managed by buildings, and En.Sci is a science elective offered at RHS and HHS (potential CIHS ES at LHS in 21-22), where Nat'l Res Bio is offered systemwide to all students needing Bio. 2. The CLNA process will highlight any student access issues and plans to mitigate will be located there.</p> | <p>1. Current access/student registration for classes is managed by each building, and En.Sci is a science elective, where Nat'l Res Bio is offered systemwide to all students needing Bio. 2. The CLNA process will highlight any student access issues and plans to mitigate will be located there.</p> | <p>1. Current access/student registration for classes is managed by each building, and En.Sci is a science elective, where Nat'l Res Bio and Chem Com are offered systemwide to all students needing Bio or Chem. 2. The CLNA process will highlight any student access issues and plans to mitigate will be located there.</p> | <p>1. Current access/student registration for classes is managed by each building, and En.Sci is a science elective, where Nat'l Res Bio and Chem Com are offered systemwide to all students needing Bio or Chem. 2. The CLNA process will highlight any student access issues and plans to mitigate will be located there.</p> | <p>1. Current access/student registration for classes is managed by each building, and En.Sci is a science elective, where Nat'l Res Bio and Chem Com are offered systemwide to all students needing Bio or Chem. 2. The CLNA process will highlight any student access issues and plans to mitigate will be located there.</p> |
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| <p><b>Accountability</b><br/><u>RCW 28A.700.040(1)(c)</u></p> <p>Guiding Questions:</p> <ul style="list-style-type: none"> <li>Student participation &amp; completion rates in high-demand programs?</li> <li>Student dual credit opportunities?</li> <li>Student IRC completion rates?</li> <li>Student graduation rates?</li> <li>Post-secondary employment &amp; education rates?</li> <li>SBA passing rates?</li> </ul> <p>(Criteria 5)</p> | <p>1. Env Sci is only offered at RHS and HHS, and AP and IB as an option – offering dual-credit, CiHS option planned for LHS in 21-22. 2. The addition of Nat'l R Bio created a (HB1599) 2 credit pathway, with Chem Com planned for 2022-23. 3. CLNA/Perkins data are presented, and plans located in the CLNA.</p> | <p>1. Env Sci, AP, IB &amp; CiHS as an option – offering dual-credit with Nat'l R Bio created a (HB1599) pathway, with Chem Com planned for 22-23. 3. CLNA/Perkins data are presented, and plans located in the CLNA.</p> | <p>1. Env Sci, AP, IB &amp; CiHS as an option – offering dual-credit with Nat'l R Bio created a (HB1599) pathway, with Chem Com planned for 22-23. 3. CLNA/Perkins data are presented, and plans located in the CLNA.</p> | <p>1. Env Sci, AP, IB &amp; CiHS as an option – offering dual-credit with Nat'l R Bio created a (HB1599) pathway, with Chem Com planned for 22-23. 3. CLNA/Perkins data are presented, and plans located in the CLNA.</p> | <p>1. Env Sci, AP, IB &amp; CiHS as an option – offering dual-credit with Nat'l R Bio created a (HB1599) pathway, with Chem Com planned for 22-23. 3. CLNA/Perkins data are presented, and plans located in the CLNA.</p> |
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| <p><b><i>Safe Practices</i></b><br/><b><u>RCW 28A.700.010</u></b></p> <p><u>Guiding Questions:</u></p> <ul style="list-style-type: none"><li>• What should be added to the safety unit?</li><li>• What emerging workplace safety issues need to be addressed?</li><li>• What new safety trainings are available?</li></ul> <p><b>(Criteria 6)</b></p> | 1. Safety is reviewed during PLC meetings and during the advisory process for best practice. 2. Teachers supported to attend the WAAE state conference for safety, curriculum, program and FFA support, as well as WA-ACTE conferences for needed information. | 1. Safety is reviewed during PLC meetings and during the advisory process for best practice. 2. Teachers supported to attend the WAAE state conference for safety, curriculum, program and FFA support, as well as WA-ACTE conferences for needed information. | 1. Safety is reviewed during PLC meetings and during the advisory process for best practice. 2. Teachers supported to attend the WAAE state conference for safety, curriculum, program and FFA support, as well as WA-ACTE conferences for needed information. | 1. Safety is reviewed during PLC meetings and during the advisory process for best practice. 2. Teachers supported to attend the WAAE state conference for safety, curriculum, program and FFA support, as well as WA-ACTE conferences for needed information. | 1. Safety is reviewed during PLC meetings and during the advisory process for best practice. 2. Teachers supported to attend the WAAE state conference for safety, curriculum, program and FFA support, as well as WA-ACTE conferences for needed information. |
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| <p><b><i>Facilities</i></b><br/><b><u>RCW 28A.700.010</u></b></p> <p><u>Guiding Questions:</u></p> <ul style="list-style-type: none"><li>• How do the program facilities relate to those in industry?</li><li>• What modifications can be made if industry facilities are not feasible?</li><li>• What modifications are necessary to support the curriculum?</li></ul> <p><b>(Criteria 7)</b></p> | 1. Facility needs reviewed during PLC meetings and during the advisory process for recommendations. 2. Teachers supported to attend the WAAE and WA-ACTE state conferences for facility and equipment information. 3. Continue planning for the school bond upgrades to all high school science facilities – the CTE Office is working with Capital Projects and other SME to design these spaces. | 1. Facility needs reviewed during PLC meetings and during the advisory process for recommendations. 2. Teachers supported to attend the WAAE and WA-ACTE state conferences for facility and equipment information. 3. Continue plan and monitor the school bond upgrades to all high school science facilities. | 1. Facility needs reviewed during PLC meetings and during the advisory process for recommendations. 2. Teachers supported to attend the WAAE and WA-ACTE state conferences for facility and equipment information. 3. Support final stages school bond upgrades to all high school science facilities – program begins in new facilities. | 1. Facility needs reviewed during PLC meetings and during the advisory process for recommendations. 2. Teachers supported to attend the WAAE and WA-ACTE state conferences for facility and equipment information. 3. Monitor and adjust to any issues in the new science spaces. | 1. Facility needs reviewed during PLC meetings and during the advisory process for recommendations. 2. Teachers supported to attend the WAAE and WA-ACTE state conferences for facility and equipment information. |
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| <p><b><i>Instructional Materials</i></b><br/><b><u>RCW 28A.700.010</u></b></p> <p><b>Instructional Materials<br/>(Texts and Software)</b></p> <p><u>Guiding Questions:</u></p> <ul style="list-style-type: none"><li>• What tools are needed to deliver the curriculum?</li><li>• Are teaching tools updated and relevant?</li></ul> <p><b>Equipment to Support Curriculum</b></p> <p><u>Guiding Questions:</u></p> <ul style="list-style-type: none"><li>• What equipment is needed to deliver the curriculum?</li><li>• Does equipment meet industry standards?</li></ul> <p><b>(Criteria 8)</b></p> | <p>1. Teachers supported to attend the WAAE and WA-<br/>ACTE state conferences for<br/>equipment and curriculum<br/>support. 2. Ongoing PLC<br/>meetings and the advisory<br/>process to continually review<br/>equipment needs to improve<br/>CTE outcomes. 3. Nat'l Res<br/>Bio materials and equipment<br/>distributed system wide.<br/>4. Set draft plans for material<br/>and equipment needs for<br/>Chemistry in the Community.</p> | <p>1. Teachers supported to<br/>attend the WAAE and WA-<br/>ACTE state conferences for<br/>equipment and curriculum<br/>support. 2. Ongoing PLC<br/>meetings and the advisory<br/>process to continually review<br/>equipment needs to improve<br/>CTE outcomes. 3. Purchase<br/>items for Chem in Com for<br/>22-23.</p> | <p>1. Teachers supported to<br/>attend the WAAE and WA-<br/>ACTE state conferences for<br/>equipment and curriculum<br/>support. 2. Ongoing PLC<br/>meetings and the advisory<br/>process to continually review<br/>equipment needs to improve<br/>CTE outcomes. 3. Set plans<br/>for material and equipment<br/>needs for any additional<br/>science classes in this<br/>pathway.</p> | <p>1. Teachers supported to<br/>attend the WAAE and WA-<br/>ACTE state conferences for<br/>equipment and curriculum<br/>support. 2. Ongoing PLC<br/>meetings and the advisory<br/>process to continually review<br/>equipment needs to improve<br/>CTE outcomes. 3. Set plans<br/>for material and equipment<br/>needs for any additional<br/>science classes in this<br/>pathway.</p> | <p>1. Teachers supported to<br/>attend the WAAE and WA-<br/>ACTE state conferences for<br/>equipment and curriculum<br/>support. 2. Ongoing PLC<br/>meetings and the advisory<br/>process to continually review<br/>equipment needs to improve<br/>CTE outcomes. 3. Set plans<br/>for material and equipment<br/>needs for any additional<br/>science classes in this<br/>pathway.</p> |
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| <p><b>Leadership and Employability</b><br/><u>RCW 28A.700.010</u></p> <p><u>Guiding Questions:</u></p> <ul style="list-style-type: none"><li>What learning experiences can be added to class day??</li><li>Are Leadership Equivalency Plans updated and filed?</li><li>Are CTSO memberships completed and program of work started?</li></ul> <p><b>(Criteria 9)</b></p> | <p>1. Teachers supported to attend the WAAE and WA-<br/>ACTE state conferences for FFA and employment trend learning and support. 2. Transition from a Leadership Eq Plan to FFA POW, and send small teams to FFA state. 3. Continue to refine the curriculum frameworks approved by OSPI, and locally modify leadership and employability as needed, based on advisory and CLNA input. 3. Ongoing PLC meetings and the advisory process to improve leadership and employability instruction. 4. State CTE used to support CTSO events.</p> | <p>1. Teachers supported to attend the WAAE and WA-<br/>ACTE state conferences for FFA and employment trend learning and support. 2. Having 3 classes (NRBio, Env Sci and Chem Com) FFA programs should exist in all 3 comprehensives, with teams going to FFA state. 3. Continue to refine the curriculum frameworks approved by OSPI, and locally modify leadership and employability as needed, based on advisory and CLNA input. 3. Ongoing PLC meetings and the advisory process to improve leadership and employability instruction. 4. State CTE used to support CTSO events.</p> | <p>1. Teachers supported to attend the WAAE and WA-<br/>ACTE state conferences for FFA and employment trend learning and support. 2. Monitor and support FFA teams to nationals. 3. Continue to refine the curriculum frameworks approved by OSPI, and locally modify leadership and employability as needed, based on advisory and CLNA input. 3. Ongoing PLC meetings and the advisory process to improve leadership and employability instruction. 4. State CTE used to support CTSO events.</p> | <p>1. Teachers supported to attend the WAAE and WA-<br/>ACTE state conferences for FFA and employment trend learning and support. 2. Monitor and support FFA teams to nationals. 3. Continue to refine the curriculum frameworks approved by OSPI, and locally modify leadership and employability as needed, based on advisory and CLNA input. 3. Ongoing PLC meetings and the advisory process to improve leadership and employability instruction. 4. State CTE used to support CTSO events.</p> | <p>1. Teachers supported to attend the WAAE and WA-<br/>ACTE state conferences for FFA and employment trend learning and support. 2. Monitor and support FFA teams to nationals. 3. Continue to refine the curriculum frameworks approved by OSPI, and locally modify leadership and employability as needed, based on advisory and CLNA input. 3. Ongoing PLC meetings and the advisory process to improve leadership and employability instruction. 4. State CTE used to support CTSO events.</p> |
| <p><b>Long Range Planning</b><br/><u>RCW 28A.700.010(2)(b)</u></p> <p><u>Guiding Questions:</u></p> <ul style="list-style-type: none"><li>GAC and Program Advisory input in 5-year plans recorded?</li><li>Draft 5-year plans public and shared?</li><li>Annual Report presented to the School Board?</li></ul> <p><b>(Criteria 10)</b></p>                             | <p>1. Agriscience Program Advisory, as well as the Economic/Workforce Committee (GAC), reviewed, provided input, and approved this 5-year plan. 3. The CTE Director presents the Annual Report to the School Board the following February and the Perkins application is added to the appropriate consent agenda upon its completion. 4. All items filed in the CTE Office, posted in public board minutes, and also available on the RSD CTE Google site.</p>  | <p>1. Agriscience Program Advisory, as well as the Economic/Workforce Committee (GAC), will review, provide input, and be asked to approve this 5 year plan each spring or summer. 3. The CTE Director presents the Annual Report to the School Board the following February and the Perkins application is added to the appropriate consent agenda upon its completion. 4. All items filed in the CTE Office, posted in public board minutes, and also available on the RSD CTE Google site.</p>  | <p>1. Agriscience Program Advisory, as well as the Economic/Workforce Committee (GAC), will review, provide input, and be asked to approve this 5 year plan each spring or summer. 3. The CTE Director presents the Annual Report to the School Board the following February and the Perkins application is added to the appropriate consent agenda upon its completion. 4. All items filed in the CTE Office, posted in public board minutes, and also available on the RSD CTE Google site.</p>   | <p>1. Agriscience Program Advisory, as well as the Economic/Workforce Committee (GAC), will review, provide input, and be asked to approve this 5 year plan each spring or summer. 3. The CTE Director presents the Annual Report to the School Board the following February and the Perkins application is added to the appropriate consent agenda upon its completion. 4. All items filed in the CTE Office, posted in public board minutes, and also available on the RSD CTE Google site.</p>   | <p>1. Agriscience Program Advisory, as well as the Economic/Workforce Committee (GAC), will review, provide input, and be asked to approve this 5 year plan each spring or summer. 3. The CTE Director presents the Annual Report to the School Board the following February and the Perkins application is added to the appropriate consent agenda upon its completion. 4. All items filed in the CTE Office, posted in public board minutes, and also available on the RSD CTE Google site.</p>   |



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| <p><b>Advisory Committee</b><br/><u>RCW 28A.700.020(1)</u></p> <p><u>Guiding Statements:</u></p> <ul style="list-style-type: none"> <li>GAC and Program Advisory review programs and local/regional economic and workforce data: <ul style="list-style-type: none"> <li>Approve current program</li> <li>Modify program</li> </ul> </li> <li>Membership includes labor, business/industry, government, education, CBOs, and parents and students.</li> </ul> <p><b>(Criteria 11)</b></p> | 1. Present locally developed Skills Gap document to all program advisories and the GAC – in order for each to review program offerings compared to local needs. Programs are modified and approved as needed. 2. Each program advisory has teachers, industry, post-secondary, and parents and students. The GAC includes all of the above, plus labor, government, CBOs and more. Minutes and membership on file in the CTE office. 3. CLNA data was added to review and approval process.                       | 1. Present locally developed Skills Gap document and CLNA data to all program advisories and the GAC – in order for each to review program offerings compared to local needs. Programs are modified and approved as needed. 2. Each program advisory has teachers, industry, post-secondary, and parents and students. The GAC includes all of the above, plus labor, government, CBOs and more. Minutes and membership on file in the CTE office.   | 1. Present locally developed Skills Gap document and CLNA data to all program advisories and the GAC – in order for each to review program offerings compared to local needs. Programs are modified and approved as needed. 2. Each program advisory has teachers, industry, post-secondary, and parents and students. The GAC includes all of the above, plus labor, government, CBOs and more. Minutes and membership on file in the CTE office. | 1. Present locally developed Skills Gap document and CLNA data to all program advisories and the GAC – in order for each to review program offerings compared to local needs. Programs are modified and approved as needed. 2. Each program advisory has teachers, industry, post-secondary, and parents and students. The GAC includes all of the above, plus labor, government, CBOs and more. Minutes and membership on file in the CTE office. | 1. Present locally developed Skills Gap document and CLNA data to all program advisories and the GAC – in order for each to review program offerings compared to local needs. Programs are modified and approved as needed. 2. Each program advisory has teachers, industry, post-secondary, and parents and students. The GAC includes all of the above, plus labor, government, CBOs and more. Minutes and membership on file in the CTE office. |
|  | 1. Teachers supported to attend the WAAE and WA-ACTE state conference for POS support. 2. Env Sci, AP/IB ES, and Nat'l Res Bio are a HB1599 pathway. Planning on adding Chem in Com in 2022-23, thus allowing growth of a POS. 3. Ongoing PLC meetings and the advisory process to update POS in this science pathway, with a focus on the environment and natural resources. 4. Work with WSL Coordinator to expand internships/job shadow pathways with local Agriscience industries, with the goal of paid WSL | 1. Teachers supported to attend the WAAE and WA-ACTE state conference for POS support. 2. Env Sci, AP/IB ES, and Nat'l Res Bio and Chem Com are a HB1599 pathway. Consider other science electives to add to the POS. 3. Ongoing PLC meetings and the advisory process to update POS in this science pathway, with a focus on the environment and natural resources. 4. Work with WSL Coordinator to expand internships/job shadow pathways with local Agriscience industries, with the goal of paid WSL | 1. Teachers supported to attend the WAAE and WA-ACTE state conference for POS support. 2. Env Sci, AP/IB ES, and Nat'l Res Bio and Chem Com are a HB1599 pathway. Consider other science electives to add to the POS. 3. Ongoing PLC meetings and the advisory process to update POS in this science pathway, with a focus on the environment and natural resources.   | 1. Teachers supported to attend the WAAE and WA-ACTE state conference for POS support. 2. Env Sci, AP/IB ES, and Nat'l Res Bio and Chem Com are a HB1599 pathway. Consider other science electives to add to the POS. 3. Ongoing PLC meetings and the advisory process to update POS in this science pathway, with a focus on the environment and natural resources.   | 1. Teachers supported to attend the WAAE and WA-ACTE state conference for POS support. 2. Env Sci, AP/IB ES, and Nat'l Res Bio and Chem Com are a HB1599 pathway. Consider other science electives to add to the POS. 3. Ongoing PLC meetings and the advisory process to update POS in this science pathway, with a focus on the environment and natural resources.   |



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| <p><b>Certification, Work based Learning</b><br/><u>RCW 28A.700.060(2)(c)(d)</u></p> <p><u>Guiding Questions:</u></p> <ul style="list-style-type: none"> <li>• What dual-credit opportunities can be researched/added to our POS?</li> <li>• What IRC opportunities can be researched/added to our POS?</li> <li>• What additional WBL activities can be added?</li> </ul> <p><b>(Criteria 13A, 13B)</b></p> | <p>1. Teachers supported to attend the WAAE and WA-ACTE state conference for Program of Study support, specifically for best practice in DC and IRC 2. The addition of Nat'l Res Bio and future addition of Chem in Com will allow more opportunities for DC and IRC in the new POS. 3. Ongoing PLC meetings and the advisory process to best delineate the POS in this science pathway, with a focus on the environment and natural resources. 4. Work with WSL Coordinator to locate internships/job shadow pathways with local Agriscience industries, with the goal of paid WSL.</p> | <p>1. Teachers supported to attend the WAAE and WA-ACTE state conference for Program of Study support, specifically for best practice in DC and IRC 2. Research other class additions to supplement Nat'l Res Bio and Chem Com to increase opportunities for DC and IRC in the POS. 3. Ongoing PLC meetings and the advisory process to best delineate the POS in this science pathway, with a focus on the environment and natural resources. 4. Work with WSL Coordinator to expand internships/job shadow pathways with local Agriscience industries, with the goal of paid WSL.</p> | <p>1. Teachers supported to attend the WAAE and WA-ACTE state conference for Program of Study support, specifically for best practice in DC and IRC 2. Research other class additions to supplement Nat'l Res Bio and Chem Com to increase opportunities for DC and IRC in the POS. 3. Ongoing PLC meetings and the advisory process to best delineate the POS in this science pathway, with a focus on the environment and natural resources.</p> | <p>1. Teachers supported to attend the WAAE and WA-ACTE state conference for Program of Study support, specifically for best practice in DC and IRC 2. Research other class additions to supplement Nat'l Res Bio and Chem Com to increase opportunities for DC and IRC in the POS. 3. Ongoing PLC meetings and the advisory process to best delineate the POS in this science pathway, with a focus on the environment and natural resources.</p> | <p>1. Teachers supported to attend the WAAE and WA-ACTE state conference for Program of Study support, specifically for best practice in DC and IRC 2. Research other class additions to supplement Nat'l Res Bio and Chem Com to increase opportunities for DC and IRC in the POS. 3. Ongoing PLC meetings and the advisory process to best delineate the POS in this science pathway, with a focus on the environment and natural resources.</p> |
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| Quality Criteria | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 | 2024-2025 |
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| <p><b>Career Guidance</b><br/><u><a href="#">RCW 28A.700.010(3)</a></u></p> <p><u>Guiding Questions:</u></p> <ul style="list-style-type: none"><li>What student support activities can be added to our Career Center program of work?</li><li>What training opportunities can be added to our Career Center Specialist and Guidance Counselor PD calendar?</li></ul> <p><b>(Criteria 14)</b></p> | <p>1. Each high school has a Career Center and Career Center Specialist and GEAR-UP at the comprehensives. 2. Each CC Specialist attends at least one national, state and local training each year. 3. The CC teams meets monthly to share best practice and to revise their annual program of work. 4. Financial Aid, WASFA, FASFA nights occur on a regular basis, as well as multiple post-secondary events, including dozens of college and career speakers and fieldtrips. 5. The CTE office also regular presents CTE and Career information to school guidance counselors. 6. Review student and staff input on additions to the program of work.</p> | <p>1. Each high school has a Career Center and Career Center Specialist and GEAR-UP at the comprehensives. 2. Each CC Specialist attends at least one national, state and local training each year. 3. The CC teams meets monthly to share best practice and to revise their annual program of work. 4. Financial Aid, WASFA, FASFA nights occur on a regular basis, as well as multiple post-secondary events, including dozens of college and career speakers and fieldtrips. 5. The CTE office also regular presents CTE and Career information to school guidance counselors. 6. Review student and staff input on additions to the program of work.</p> | <p>1. Each high school has a Career Center and Career Center Specialist and GEAR-UP at the comprehensives. 2. Each CC Specialist attends at least one national, state and local training each year. 3. The CC teams meets monthly to share best practice and to revise their annual program of work. 4. Financial Aid, WASFA, FASFA nights occur on a regular basis, as well as multiple post-secondary events, including dozens of college and career speakers and fieldtrips. 5. The CTE office also regular presents CTE and Career information to school guidance counselors. 6. Review student and staff input on additions to the program of work.</p> | <p>1. Each high school has a Career Center and Career Center Specialist and GEAR-UP at the comprehensives. 2. Each CC Specialist attends at least one national, state and local training each year. 3. The CC teams meets monthly to share best practice and to revise their annual program of work. 4. Financial Aid, WASFA, FASFA nights occur on a regular basis, as well as multiple post-secondary events, including dozens of college and career speakers and fieldtrips. 5. The CTE office also regular presents CTE and Career information to school guidance counselors. 6. Review student and staff input on additions to the program of work.</p> | <p>1. Each high school has a Career Center and Career Center Specialist. 2. Each CC Specialist attends at least one national, state and local training each year. 3. The CC teams meets monthly to share best practice and to revise their annual program of work. 4. Financial Aid, WASFA, FASFA nights occur on a regular basis, as well as multiple post-secondary events, including dozens of college and career speakers and fieldtrips. 5. The CTE office also regular presents CTE and Career information to school guidance counselors. 6. Review student and staff input on additions to the program of work.</p> |
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| <p><b>Program Evaluation</b><br/><u><a href="#">RCW 28A.700.020(1)</a></u></p> <p><u>Guiding Questions:</u></p> <ul style="list-style-type: none"><li>What programs/classes need to be added as they are in demand?</li><li>What programs/classes need to be modified or eliminated as a result of not being in demand?</li></ul> <p><b>(Criteria 15)</b></p> | <p>1. Teachers supported to attend the WAAE and WA-ACTE state conference for POS support. 2. Env Sci, with the AP/IB offerings, along with Nat'l Res Bio, created a HB1599 pathway. Plan to add Chem in Com in 2022-23, allowing growth of a POS. 3. Ongoing PLC meetings and the advisory process to best delineate the future POS in this science pathway, with a focus on the environment and natural resources. 4. CLNA/Perkins data shared.</p> | <p>1. Teachers supported to attend the WAAE and WA-ACTE state conference for POS support. 2. Env Sci, with the AP/IB/CiHS offerings, with Nat'l Res Bio and Chem Com, created a HB1599 pathway – modify as needed. 3. Ongoing PLC meetings and the advisory process to best delineate the future POS in this science pathway, with a focus on the environment and natural resources. 4. CLNA/Perkins data shared.</p> | <p>1. Teachers supported to attend the WAAE and WA-ACTE state conference for POS support. 2. Env Sci, with the AP/IB/CiHS offerings, with Nat'l Res Bio and Chem Com, created a HB1599 pathway – modify as needed. 3. Ongoing PLC meetings and the advisory process to best delineate the future POS in this science pathway, with a focus on the environment and natural resources. 4. CLNA/Perkins data shared.</p> | <p>1. Teachers supported to attend the WAAE and WA-ACTE state conference for POS support. 2. Env Sci, with the AP/IB/CiHS offerings, with Nat'l Res Bio and Chem Com, created a HB1599 pathway – modify as needed. 3. Ongoing PLC meetings and the advisory process to best delineate the future POS in this science pathway, with a focus on the environment and natural resources. 4. CLNA/Perkins data shared.</p> | <p>1. Teachers supported to attend the WAAE and WA-ACTE state conference for POS support. 2. Env Sci, with the AP/IB/CiHS offerings, with Nat'l Res Bio and Chem Com, created a HB1599 pathway – modify as needed. 3. Ongoing PLC meetings and the advisory process to best delineate the future POS in this science pathway, with a focus on the environment and natural resources. 4. CLNA/Perkins data shared.</p> |
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| Quality Criteria | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 | 2024-2025 |
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| <p><b>Professional Development</b><br/><a href="#">RCW 28A.700.005(4)</a></p> <p><u>Guiding Questions:</u></p> <ul style="list-style-type: none"> <li>What OSPI, WA-ACCTE, RSD or other training opportunity can we add, based on a review of student data and staff input?</li> <li>Based on a review of teachers on Conditionals, what support is needed?</li> </ul> <p><b>(Criteria 16)</b></p> | <p>1. Teachers supported to attend the WAAC state conference for curriculum, program and FFA support, as well as WA-ACCTE conferences for general CTE integration. 2. Ongoing PLC meetings and the advisory process to improve CTE additions to Biology as it is now CTE NRBio – the team may request additional conference support as needed. 3. Continue to support all CTE teachers on Conditionals to enter EWU's online Plan II certification program. – offer this to teachers preparing to teach Chem Com in 2022-23. 4. 40 paid hours of summer Back to Industry Time available to teachers. 5. August CTE In-service. 6. Support teachers to attend CASE and SAE trainings.</p> | <p>1. Teachers supported to attend the WAAC state conference for curriculum, program and FFA support, as well as WA-ACCTE conferences for general CTE integration. 2. Ongoing PLC meetings and the advisory process to prepare for the CTE addition of Chem Com – the team may request additional conference support as needed. 3. Continue to support all CTE teachers on Conditionals to enter EWU's online Plan II certification program. 4. 40 paid hours of summer Back to Industry Time available to teachers. 5. August CTE In-service. 6. Support teachers to attend CASE and SAE trainings.</p> | <p>1. Teachers supported to attend the WAAC state conference for curriculum, program and FFA support, as well as WA-ACCTE conferences for general CTE integration. 2. Ongoing PLC meetings and the advisory process to improve CTE additions to Chem as it is now CTE Chem Com – the team may request additional conference support as needed. 3. Continue to support all CTE teachers on Conditionals to enter EWU's online Plan II certification program. 4. 40 paid hours of summer Back to Industry Time available to teachers. 5. August CTE In-service. 6. Support teachers to attend CASE and SAE trainings.</p> | <p>1. Teachers supported to attend the WAAC state conference for curriculum, program and FFA support, as well as WA-ACCTE conferences for general CTE integration. 2. Ongoing PLC meetings and the advisory process to improve CTE additions to Science, 3. Continue to support all CTE teachers on Conditionals to enter EWU's online Plan II certification program. 4. 40 paid hours of summer Back to Industry Time available to teachers. 5. August CTE In-service. 6. Support teachers to attend CASE and SAE trainings.</p> | <p>1. Teachers supported to attend the WAAC state conference for curriculum, program and FFA support, as well as WA-ACCTE conferences for general CTE integration. 2. Ongoing PLC meetings and the advisory process to improve CTE additions to Science, 3. Continue to support all CTE teachers on Conditionals to enter EWU's online Plan II certification program. 4. 40 paid hours of summer Back to Industry Time available to teachers. 5. August CTE In-service. 6. Support teachers to attend CASE and SAE trainings.</p> |
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**Plan reviewed by Advisory Members:**



Renton School District  
**5-Year CTE Program Plan**

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| <b>School Year: 2021-2022</b><br><b>Program Area: Agriculture</b><br><b>Next Re-Approval Year: 2020-21</b> |
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| <i>Quality Criteria</i> | 2020-2021 | 2021-2022 | 2022-2023 | 2023-2024 | 2024-2025 |
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The Agriculture Science Advisory had a virtual spring meeting during COVID closure on March 29<sup>th</sup>, 2021 and reviewed and approved its 5-Year Program Plan and the program’s Evaluation. The minutes of this meeting are on file in the Career and Technical Education Office. Signed plans and evaluation are anticipated to return in the spring of 2022.