



Campus Improvement Plan

PSJA Pathways

Toward

Independence

2026 - 2027

Submitted for Board Approval on: September 28, 2026

Board Approved Date: September 28, 2026

Texas Accountability System



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Vision

At PSJA PTI Pathway Towards Independence we are committed to empowering students with disabilities by providing comprehensive education and skill development. Our goal is to enhance their daily life and job skills, equipping them to find and maintain employment independently upon graduation.

Mission

PSJA PTI staff, educators, and administration will provide comprehensive support services to ensure students' success through job coaching, independency, networking accommodations, mock interviews, and ongoing support through our job skill related courses. Our program is committed to unlocking students' fullest potential by emphasizing employability skills and independent functioning. We will ensure that all students are well-prepared to enter the workforce and actively contribute to their community upon graduating from our program.

District Strategic Direction



Campus Executive Summary

Demographics:

PSJA Pathways Toward Independent is 18+ program that serves students from PSJA and around the RGV who come from similar backgrounds and way of life.

The student body at PSJA PTI is majority Hispanic with the following breakdown of student populations:

	All	Male	Female	SPED	ECD	At-Risk
Count	55	38	17	55	55	55
Percent		69.09%	30.91%	100%	100%	100%

Comprehensive Needs Assessment:

Although Texas Education Agency (TEA) 18+ Transition Services programs are not subject to state accountability ratings, the Pathways Toward Independence (PTI) program remains committed to supporting district and campus priorities. PTI has established campus goals aligned with College, Career, and Military Readiness (CCMR) indicators and district career readiness objectives. Through community-based instruction, vocational training, employment experiences, and individualized transition planning, the program focuses on increasing student independence, employability skills, and successful postsecondary outcomes. These efforts ensure that students are prepared for meaningful participation in the workforce and their communities after exiting the school system.

Curriculum and Instruction and Assessment:

The Pathways Toward Independence (PTI) program offers 10 career and transition-focused courses designed to develop employment, independent living, and community readiness skills. Through a partnership with South Texas College, students have opportunities to earn continuing education certifications that enhance their workforce readiness. Students also participate in Special Olympics, which promotes physical fitness, teamwork, leadership, and social development. In addition, PTI partners with Texas Workforce Solutions to provide paid internship opportunities throughout the year, allowing students to gain real-world work experience, develop employability skills, and increase their chances of securing competitive employment upon graduation or program completion.

Summary of Goals:

The primary goal of the Pathways Toward Independence (PTI) program is to ensure that students are prepared for meaningful employment by program completion. To achieve this goal, PTI provides a comprehensive transition program that combines career exploration, vocational training, community-based instruction, paid internships, and workforce partnerships. Through collaboration with Texas Workforce Solutions, local businesses, and South Texas College, students gain hands-on work experience, develop industry-related skills, and have opportunities to earn continuing education certifications that support future employment opportunities.

A key component of PTI's employment readiness model is Social-Emotional Learning (SEL). Before students can successfully enter and maintain employment, they must develop the self-awareness, self-management, communication, problem-solving, and interpersonal skills necessary to navigate workplace expectations. PTI intentionally incorporates SEL instruction and practice opportunities throughout the school year to help students build confidence, manage stress, adapt to change, advocate for themselves, and develop positive relationships with supervisors and coworkers.

To support successful employment outcomes, PTI utilizes individualized transition planning, job coaching, work-based learning experiences, progress monitoring, and regular collaboration with families and community partners. Students participate in real-world employment settings where they practice workplace behaviors, responsibility, teamwork, punctuality, and independence. By addressing both career readiness and social-emotional well-being, PTI aims to increase the number of students who obtain and maintain employment, become active members of their communities, and achieve greater independence after exiting the school system.

Campus Name Educational Improvement Committee Members

Focus Area 1: Effective Teaching & Learning	
Name	Role
Robin Hernandez	Principal
Dr. Jorge Palacios	CLL
Focus Area 2: Student Supports	
Name	Role
Robin Hernandez	Principal
Omar Nino	Diagnostician
Crystal Leal	Counselor

Focus Area 3: Leadership Growth	
Name	Role
Robin Hernandez	Principal
Dr. Jorge Palacios	CLL
Focus Area 4: Family & Community Empowerment	
Name	Role
Robin Hernandez	Principal
Crystal Leal	Counselor

Comprehensive Needs Assessment



Susana Arredondo
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Please keep this visual for the District's Strategic Direction.

AREA LEADS:

Goal Area 1: Effective Teaching and Learning

Annual Goal 1: By the end of May 2027, we will secure job placements for 90% of our senior graduates by identifying job sites that interest them and match their skills.

OBJECTIVE 1: By the end of the first grading period, 100% of teachers will collect and document baseline transition, employability, academic, behavioral, and career-readiness data for all students and develop individualized career-focused student profiles to support data-driven planning and goal setting.

Strategy 1: Establish Baseline Student Data

Strategic Goal 1: Establish Baseline Student Data	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Assessment	Summative Assessment
By the end of the first grading period, 100% of teachers will collect and document baseline transition, employability, academic, behavioral, and career-readiness data for all students and develop individualized career-focused student profiles to support data-driven planning and goal setting.	Principal Counselor Teachers Job Coaches Transition Specialists	Student Data Trackers Career Interest Inventories Employability Skills Rubrics Transition Assessments Student IEP Transition Plans TEA CCR and Transition Resources Google Sheets/Excel Data Tracking Tools	Quarter 1 (August- October 2026)	Completed baseline data trackers Career assessments completed for all students Individual student profiles Teacher- submitted data reports Documentation from PLC/Data Meetings	100% of students have documented baseline data Students identify career interests and employment goals Teachers can accurately identify student strengths and needs Increased alignment between instruction, transition planning, and career goals	Monthly data tracker reviews Administrator walkthroughs PLC discussions Counselor progress checks	End of Quarter 1 data audit Student career profiles completed Administrative review of student goal documentation Campus implementation report

Goal Area 1: Effective Teaching and Learning

Annual Goal 1: By the end of May 2027, we will secure job placements for 90% of our senior graduates by identifying job sites that interest them and match their skills.

OBJECTIVE 1: By the end of the second grading period, 100% of teachers will implement a consistent progress-monitoring system and update student data at least monthly to evaluate growth toward individualized employment, transition, and academic goals.

Strategy 1: Progress Monitoring & Data-Driven Decision Making

Strategic Goal 2: Progress Monitoring & Data-Driven Decision Making	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Assessment	Summative Assessment
By the end of the second grading period, 100% of teachers will implement a consistent progress-monitoring system and update student data at least monthly to evaluate growth toward individualized employment, transition, and academic goals.	Principal Teachers Counselor Job Coaches Instructional Support Staff	Student Data Trackers Progress Monitoring Forms Employability Skills Rubrics Worksite Evaluations Student Portfolios PLC Meeting Agendas	Quarter 2 (November 2026-January 2027)	Monthly data tracker updates Classroom and worksite progress-monitoring records Quarterly goal review documentation PLC meeting notes	Increased student growth toward individual goals Improved teacher use of data Early identification of students needing interventions Improved worksite and classroom performance	Monthly administrative data reviews Progress-monitoring checks PLC data discussions Student conferences	Midyear data review Progress-monitoring completion rate Student growth reports Administrative monitoring records

Goal Area 1: Effective Teaching and Learning

Annual Goal 2: By the end of May 2027, we will secure job placements for 90% of our senior graduates by identifying job sites that interest them and match their skills.

OBJECTIVE 1: By the end of the 2026-2027 school year, 100% of teachers will use collected data to develop, implement, and revise individualized student action plans that support employment, independent living, postsecondary, and transition outcomes.

Strategy 1: Individualized Student Action Plans & Intervention Monitoring**Strategy 3:****Individualized Student Action Plans & Intervention Monitoring**

Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Assessment	Summative Assessment
Principal Teachers Counselor Job Coaches Transition Specialists ARD Committee Members	Student Action Plan Templates Progress Monitoring Data IEP Transition Goals Job Coaching Rubrics Community-Based Instruction Data Postsecondary Readiness Resources	Quarters 3 and 4 (February-May 2027)	Individualized student action plans Intervention logs Quarterly progress review forms Student goal-monitoring documentation Parent communication records	Increased attainment of student goals Improved employability skill performance Increased student independence Improved transition outcomes Greater student engagement in career pathways	Quarterly data meetings Intervention monitoring reports Student self-assessments Parent feedback	End-of-year student growth reports Goal attainment data Employment and transition outcome data Administrative monitoring records demonstrating 100% implementation

By the end of the 2026-2027 school year, 100% of teachers will use collected data to develop, implement, and revise individualized student action plans that support employment, independent living, postsecondary, and transition outcomes.

Goal Area 2: Student Supports

Annual Goal 3: By May 2027, at least 80% of PTI students will improve by one proficiency level on the Employability/Life Skills Assessment (ELSA) in communication, self-advocacy, teamwork, responsibility, and problem-solving through targeted SEL instruction and workplace readiness experiences.

Strategy 1: : Individualized Student Action Plans & Intervention Monitoring

Strategy 3: Individualized Student Action Plans & Intervention Monitoring	Persons Responsible/Title	Resources	Timeline	Evidence of Implementation	Evidence of Impact	Formative Assessment	Summative Assessment
By May 2027, at least 80% of PTI students will improve by one proficiency level on the Employability/Life Skills Assessment (ELSA) in communication, self-advocacy, teamwork, responsibility, and problem-solving through targeted SEL instruction and workplace readiness experiences.	Transition Teachers Job Coaches School Counselor Educational Diagnostician Principal Texas Workforce Solutions Representatives Parents/Guardians	Individualized Student Action Plans SEL Curriculum and Lessons Student Employment Rubrics Vocational Assessments Progress Monitoring Data Sheets Career Interest Inventories Community-Based Instruction (CBI) Texas Workforce Solutions and Community Partnerships	August 2026 - May 2027 Progress monitoring conducted every 9 weeks Student action plans reviewed monthly	Completed individualized student employment and transition plans Documentation of SEL lessons and activities Student goal-setting conferences Job coaching logs and intervention records Progress monitoring reports Parent and community partner communication logs	Increased student self-advocacy and self-confidence Improved attendance and workplace readiness behaviors Growth in communication, problem-solving, and social skills Increased student participation in community and work-based learning experiences Higher rates of successful internship and employment placements	Monthly SEL and employability skill rubrics Student self-reflection surveys Job coach observation notes Behavior and attendance data Workplace supervisor feedback Progress toward individualized employment goals	End-of-year review of student action plan goals Employment placement data Internship completion data Student postsecondary outcome reports Increase in students obtaining competitive or supported employment Comparison of beginning-of-year and end-of-year employability and SEL skill assessments