

At Jacinto City Elementary, faculty, staff, and parents will work together to plan and implement a school program in a way that enriches, challenges, and motivates students to develop characteristics found in life-long learners and productive citizens.

Teachers and students come first at Jacinto City Elementary.

Jacinto City Elementary is an established school and has been serving the community of Jacinto City for 78 years. During the longevity of the school, there have been five principals at this campus. Dr. Rebecca Gardea is currently serving as Principal. A new school building opened for the 2020-2021 school year. During the 2022-23 school year, the new building will be two years old.

Enrollment for the 2021-2022 school year reached 713 students. The average daily attendance for students in the 2021-2022 school year was stable even during the COVID-19 pandemic due to COVID-19 and finished at 94.93%.

Jacinto City Elementary's student population consists of 89% Hispanic, 4% African American, and 5% Anglo American students. Economically disadvantaged students make up 92.2% of the student population. The school also serves approximately 47% ELL students and 8% SPED (including SLC/ECSE).

Jacinto City Elementary currently serves 713 students from ECSE/SLC, PK3 through 5th-grade students. The students are approximately 91% Hispanic and 89% economically disadvantaged. On state assessments, the school is performing above state averages in all areas. Student discipline has increased due to post-pandemic issues. Teacher retention has remained at about 99%. Student attendance has been consistent at approximately 96% pre-COVID and has stabilized.

Jacinto City Elementary will focus on adjusting to all new testing standards, as well as the implementation of Data Driven Instruction in grades 3rd - 5th grades. The focus will also

Based on the preliminary STAAR scores received for 2021-2022, our students performed as such:

3rd grade received 77% (Reading) and 80% (Math) in approaches, 50%(Reading) and 50% (Math) in Meets and 28% (Reading) and 22% (Math) in Masters

4th grade received 73% (Reading) and 80% (Math) in Approaches, 47% (Reading) and 34% (Math) in Meets,24% (Reading) and 24% (Math) in Masters

5th grade received 79% (Reading) and 85% (Math) in Approaches, 53% (Reading) and 52% (Math) in Meets, 33% (Reading) and 37% (Math) in Masters, 76% - approaches, 40% - meets, 13% - Masters in Science.

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Comprehensive Needs Assessment	5
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Student Learning	5
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Due to the post pandemic, attendance has been an issue more so than the previous years.
district exclusions

Student attendance decreased due to the pandemic and

JCE staff attendance has been low compared to previous school years due to the pandemic and other reasons.
from one year to the next due to a variety of reasons: family illnesses, natural disasters, etc.

Teacher attendance decreased

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The strengths of the most effective teachers should be highlighted, shared and used for mentoring novice teachers. The need to build capacity among teachers, support continuous instructional improvement, continued professional development with monitored implementation, improved teacher morale, build and maintain effective teacher

More parental/community involvement programs are needed at JCE especially in the following areas: STAAR, Reading/Math nights Lack of babysitting, work and other obstacles keep parental attendance low

JCE needs to send home or have an accessible calendar of school events at the beginning of the year. Parents should be made aware of yearly events at the beginning of the year.

JCE needs to communicate more consistently with the stakeholders, community and parents. Lack of keeping informed about upcoming events due to computer usage, etc.

JCE needs more opportunities for parents to participate in their child's school events. Increase parent involvement by 15% for the 2022-23 school year. Lack of time and babysitting issues are obstacles that create low parental involvement.