

***U.S. Department of Education***  
***2023 National Blue Ribbon Schools Program***

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[X] Public or [ ] Non-public

For Public Schools only: (Check all that apply) [X] Title I [ ] Charter [X] Magnet [ ] Choice

Name of Principal Mrs. Janet Gengozian

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Manchester Gate Elementary School

(As it should appear in the official records)

School Mailing Address 2305 East Dakota Avenue

(If address is P.O. Box, also include street address.)

City Fresno State CA Zip Code+4 (9 digits total) 93726-4001

County Fresno

Telephone (559) 248-7220

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Web site/URL <https://manchester.fresnounified.org/>

E-mail [janet.gengozian@fresnounified.org](mailto:janet.gengozian@fresnounified.org)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date \_\_\_\_\_

(Principal's Signature)

Name of Superintendent\* Mr. Robert Nelson

E-

mail [bob.nelson@fresnounified.org](mailto:bob.nelson@fresnounified.org)

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Fresno Unified School District

Tel. (559) 457-3000

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date \_\_\_\_\_

(Superintendent's Signature)

Name of School Board

President/Chairperson Ms. Veva Islas

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify, to the best of my knowledge, that it is accurate.

Date \_\_\_\_\_

(School Board President's/Chairperson's Signature)

The original signed cover sheet only should be converted to a PDF file and uploaded via the online portal.

*\*Non-public Schools: If the information requested is not applicable, leave blank.*

## **PART I – ELIGIBILITY CERTIFICATION**

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The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school's eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. All nominated public schools must meet the state's performance targets in reading (or English language arts) and mathematics and other academic indicators (i.e., attendance rate and graduation rate), for the all students group, including having participation rates of at least 95 percent using the most recent accountability results available for nomination.
2. To meet final eligibility, all nominated public schools must be certified by states prior to September 2023 in order to meet all eligibility requirements. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
3. The school configuration must include one or more of grades K-12. Schools located on the same campus (physical location and mailing address) must apply as an entire school (i.e. K-8; 6-12; K-12 school). Two (or more) schools located on separate campuses, must apply individually even if they have the same principal. A single school located on multiple campuses with one principal must apply as an entire school.
4. The school has been in existence for five full years, that is, from at least September 2018 and each tested grade must have been part of the school for at least the three years prior to September 2022.
5. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2018, 2019, 2020, 2021 or 2022.
6. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. If irregularities are later discovered and proven by the state, the U.S. Department of Education reserves the right to disqualify a school's application and/or rescind a school's award.
7. The nominated school has not been identified by the state as "persistently dangerous" within the last two years.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district, as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
11. The nominated school has, or is subject to, a nondiscrimination policy (provide either a link to the policy or submit a text of the policy), is committed to equal opportunity for all students and all staff consistent with applicable law and does not have any outstanding findings of unlawful discrimination. The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if unlawful discrimination is later discovered.

12. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

**The U.S. Department of Education reserves the right to disqualify a school's nomination and/or rescind a school's award if one of these eligibility requirements is later discovered to have not been met or otherwise been violated.**

## PART II - DEMOGRAPHIC DATA

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**Data should be provided for the current school year (2022-2023) unless otherwise stated.**

**DISTRICT** (Question 1 is not applicable to non-public schools. For charter schools: If a charter school is part of the public school system, information should be provided for the public school district. If a charter school is considered its own district or part of a charter district, the information provided should reflect that.)

1. Number of schools in the district (per district designation):
- 66 Elementary schools (includes K-8)
  - 15 Middle/Junior high schools
  - 14 High schools
  - 0 K-12 schools
- 95 TOTAL

**SCHOOL** (To be completed by all schools. **Only include demographic data for the nominated school, not for the district.**)

2. Category that best describes the area where the school is located. If unsure, refer to NCES database for correct category: <https://nces.ed.gov/ccd/schoolsearch/> (Find your school and check “Locale”)

☒ Urban (city or town)  
☐ Suburban  
☐ Rural

3. Number of students in the school as of October 1, 2022 enrolled at each grade level or its equivalent at the school. Include all students enrolled, in-person, participating in a hybrid model, or online only. If online schooling or other COVID-19 school issues make this difficult to obtain, provide the most accurate and up-to-date information available:

Grade	# of Students
PreK	0
K	0
1	0
2	72
3	130
4	127
5	156
6	195
7	0
8	0
9	0
10	0
11	0
12 or higher	0
Total Students	680

\*Schools that house PreK programs should count preschool students **only** if the school administration is responsible for the program.

4. Racial/ethnic composition of the school (if unknown, estimate):
- 0.5 % American Indian or Alaska Native
  - 11.4 % Asian
  - 5.8 % Black or African American
  - 59.1 % Hispanic or Latino
  - 0.5 % Native Hawaiian or Other Pacific Islander
  - 17.8 % White
  - 4.9 % Two or more races
  - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

5. Student turnover, or mobility rate, during the 2021 - 2022 school year: 3%

If the mobility rate is above 15%, please explain:

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

<b>Steps For Determining Mobility Rate</b>	<b>Answer</b>
(1) Number of students who transferred <i>to</i> the school after October 1, 2021 until the end of the 2021-2022 school year	0
(2) Number of students who transferred <i>from</i> the school after October 1, 2021 until the end of the 2021-2022 school year	20
(3) Total of all transferred students [sum of rows (1) and (2)]	20
(4) Total number of students in the school as of October 1, 2021	644
(5) Total transferred students in row (3) divided by total students in row (4)	0.03
(6) Amount in row (5) multiplied by 100	3

6. Specify each non-English language represented in the school (separate languages by commas):

Arabic, Armenian, Chinese, Farsi, Hmong, Punjabi, Spanish

English Language Learners (ELL) in the school: 4 %  
26 Total number ELL

7. Students eligible for free/reduced-priced meals: 100 %

Total number students who qualify: 680

8. Students receiving special education services with an IEP: 4 %  
Total number of students served 29

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional conditions. All students receiving special education services with an IEP should be reflected in the table below. It is possible that students may be classified in more than one condition.

<u>3</u> Autism	<u>0</u> Multiple Disabilities
<u>0</u> Deafness	<u>1</u> Orthopedic Impairment
<u>0</u> Deaf-Blindness	<u>1</u> Other Health Impaired
<u>0</u> Developmental Delay	<u>5</u> Specific Learning Disability
<u>0</u> Emotional Disturbance	<u>22</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>0</u> Intellectual Disability	<u>0</u> Visual Impairment Including Blindness

9. Students receiving special education services with a 504: 1 %  
Total number of students served: 9

10. Number of years the principal has been in the position at this school: 8

11. Use Full-Time Equivalents (FTEs), rounded to the nearest whole numeral, to indicate the number of school staff in each of the categories below. If your current staffing structure has shifted due to COVID-19 impacts and you are uncertain or unable to determine FTEs, provide an estimate.

	<b>Number of Staff</b>
Administrators	2
Classroom teachers, including those teaching high school specialty subjects, e.g., third grade teacher, history teacher, algebra teacher.	24
Resource teachers/specialists/coaches e.g., reading specialist, science coach, special education teacher, technology specialist, art teacher etc.	5
Paraprofessionals under the supervision of a professional supporting single, group, or classroom students.	0
Student support personnel e.g., school counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	1

12. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 26:1

13. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2021-2022	2020-2021	2019-2020	2018-2019	2017-2018
Daily student attendance	93%	98%	70%	98%	98%
High school graduation rate	0%	0%	0%	0%	0%

14. **For high schools only, that is, schools ending in grade 12 or higher.**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2022.

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

15. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes X No

If yes, select the year in which your school received the award. 2015

16. In a couple of sentences, provide the school's mission or vision statement.

We nurture and cultivate the unique intellectual and social-emotional needs of our diverse GATE community by developing the greatest potential of our students and designing a rigorous, differentiated, and equitable curriculum grounded in a culturally proficient environment, where students, staff, and families are valued and empowered to grow into their unique places in the world.

17. Provide a URL link to the school's nondiscrimination policy.

[https://fusd.sharepoint.com/sites/opening/Opening\\_of\\_School/Nondiscrimination%20In%20Employment%20-%20Board%20Policy%204030.pdf](https://fusd.sharepoint.com/sites/opening/Opening_of_School/Nondiscrimination%20In%20Employment%20-%20Board%20Policy%204030.pdf)

18. **For public schools only**, if the school is a magnet, charter, or choice school, explain how students are chosen to attend.

Students are identified for district's Gifted and Talented Education Program through multiple measures including The Cognitive Abilities Test (CogAT), iReady Diagnostic, and California Assessment of Student Performance and Progress (CAASPP) scores. Once a student is identified, they are part of a lottery to attend one of the district's Gifted and Talented Programs for the next school year. All identified students have the opportunity to be chosen and can choose between two elementary schools with Gifted and Talented programs.

## **PART III – SCHOOL OVERVIEW**

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Manchester GATE, a district magnet school located in the center of Fresno, represents a cross-section of the diversity of Fresno and attracts students in grades 2-6 from over sixty elementary schools in Fresno Unified School District – the third largest school district in the state of California. The magnet program is designed to meet the special needs of students eligible for Gifted and Talented (GATE) instruction. Students are selected through a lottery of qualified students using criteria including assessment results and a district-given test of a nationally normed test of reasoning abilities.

Manchester GATE students live throughout every Fresno neighborhood. Most students arrive on a school bus. Some students will travel upwards of one hour total in their daily commute to and from school and most will tell you that they enjoy the time with friends. One of Manchester GATE's noticeable strengths is the diversity of community. On the playground and in the classrooms, you will see the child of a lawyer, doctor or politician playing and working alongside a student whose parents work in the rich agricultural fields of the San Joaquin Valley or in one of many service industries across the city. You can't predict a student's background from their clothing; rather the similarity of dress demonstrated by Manchester t-shirts or sweatshirts proudly worn by students creating a strong sense of community. Students, family members and alumni are often spotted around town sporting spirit-wear or shirts from the various clubs or groups at Manchester GATE school. Manchester's rich diversity-socio - economically, racially and ethnically - is unparalleled in Fresno Unified. The school is truly a cross section of the entire city of Fresno.

Manchester GATE offers identified students the right to participate in an appropriate academic environment. For over 40 years, students who have attended Manchester GATE have thrived in a vast range of accelerated learning opportunities. Teachers provide instruction through a standards-based curriculum intended to cultivate critical and creative thinking skills as students discuss, debate and question as they learn. The underlying goal is to provide multiple opportunities for all students to construct meaning for themselves and the apply what they are learning in meaningful, real-life situations. Integrated throughout the day are the physical, extra-curricular, and social-emotional experiences needed to become a healthy, productive member of our school community and society. Due to these many opportunities, rarely is a student's day the same one day to the next. As a result, the attendance rate is one of the best in the district—averaging 97% each year.

Teachers meet regularly in professional learning teams as part of a cycle of continuous improvement. Teachers focus on the concepts of depth, complexity, acceleration, and novelty in planning curriculum and instruction related to the Common Core State Standards. Literature and writing are used and developed across all curricular areas. This then leads to students both writing and participating in plays, performances, and interactive presentations throughout the year. The diverse history and culture of our world is integrated for all students through many creative and challenging projects. Beyond the classroom, students have the opportunity to participate in many co-curricular activities where they can develop and use new skills. These include a top-notch Music program that has band, orchestra, and vocal components. Additionally, intramural and interscholastic athletic teams in flag football, volleyball, basketball, cross-country, wrestling, track & field, and softball are offered to engage many students in school. Filming, video editing, and design/use of the 3-D printer has become very popular for many of the students. The chess program gives learners of all levels the chance to complete successfully in tournaments as does the Science Olympiad, Spelling Bee, and E-learn competitions. Students develop socially, emotionally, and academically through their involvement.

Manchester GATE is a previous recipient of the National Blue-Ribbon School award in 2001, 2009, and 2015. The school has been awarded a California Distinguished School award six times. Families, students, and staff take great pride in the achievements throughout the years. Nothing limits the progress and achievements of the diverse, amazing students who attend and have attended Manchester GATE school. The traditional excellence of Manchester GATE School as demonstrated by previous Blue Ribbon recognition has enabled the school to continue to be a beacon of excellence in the district and one where the excellence of its teaching and co-curricular programs are held up as a model for others. Many of the valedictorians from district high schools started their academic thirst during their years at Manchester GATE and are proud to acknowledge their beginnings at Manchester GATE! It is a testament to the culture and hard work that is



exemplified by all who pass through the doors of this amazing school. One favorite quote from the students is, “You can take the child out of Manchester, but you can’t take Manchester out of the child.”

## **PART IV – CURRICULUM AND INSTRUCTION**

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### **1. Core Curriculum, Instruction, and Assessment.**

#### **1a. Reading/English language arts curriculum content, instruction, and assessment:**

The foundation of the Language Arts program at Manchester GATE begins with the California Common Core State Standards. Integration through content, topics, and standards in other curricular areas or current events is the focus to assist students to create purpose and connection with the learning. Students are offered a variety of experiences and opportunities to share their learning beyond the published reading textbook, workbooks, and assessments.

Through work and study of the standards, teachers select literature and non-fiction texts to enhance the adopted curriculum. The texts are carefully selected to focus on the instruction of the Anchor Standards for Reading: Key Ideas & Details, Craft & Structure, or Integration of Knowledge and Ideas while other standards taught, may be recursive, reviewed concurrently during instruction. Teachers specifically plan for and balance the reading, writing, speaking, and listening throughout the day in all classrooms. The use of the literature and non-fiction texts also allow the teachers an opportunity to utilize an integrated thematic approach with connections to Social Studies and Science Standards. In 4th grade, California history is connected to Esperanza Rising and in 5th grade, students compare and contrast two biographies about Harriet Tubman during their study of the Civil War.

The student's instructional day is not broken up into time blocks for "reading," "writing," or "social studies,"; rather, the learning is centered around a topic, content area, or theme. Students will read independently or together with partners or in small groups and challenged to answer an essential question or solve a problem. Classroom discussions then give students opportunities to respond to the question, share opinions and analyze the text beyond the literal comprehension to deepen their own inferences, understanding, questioning skills, and analysis while reading, speaking, and listening.

The writing process is taught through the genres of opinion/argument, informative/explanatory, and narrative as called for in the anchor writing standards of the Common Core Curriculum. The writing assignments are most often connected to the literature or author's study as evidenced in a 4th grade prompt: Upon completing an author study of Chris Van Allsburg, choose a text to briefly summarize and accurately determine the theme. Support your response with relevant evidence from the text.

Teachers incorporate the components of a differentiated curriculum – depth, complexity, novelty and acceleration recognizing the students' needs for challenging experiences. Students may demonstrate their comprehension by writing as a character to analyze the plot or how the character developed over time. They may apply what they've learned through research of non-fiction texts to create the re-enactment of an event from the period. Students may also be challenged to choose a topic of their interest, research, and plan a way to share their learnings. This might be a poem, narrative, essay, poster, or "Ted Talk" videoed by their teacher. Assessment is embedded in the students' work allowing them to connect with the curriculum in a more meaningful way. Students are given the time to study a topic deeper and share what they've learned using multiple methods and modalities.

#### **1b. Mathematics curriculum content, instruction, and assessment:**

The focus of mathematics instruction at Manchester GATE is a rigorous approach of implementation of the Grade Level Common Core State Standards and the Mathematical Practices. Students then apply their knowledge in different types of problems, questions, or projects. Teachers use the standards and adopted curriculum as the foundation, filling in the gaps where the current curriculum is lacking depth or rigor of the standard. Mathematics content is taught and driven by error analysis on the part of the student followed by reteaching opportunities to further develop student understanding. The math curriculum at Manchester GATE is centered around a growth mindset and the understanding that learning happens when mistakes occur. Student-centered discussions then follow allowing continued learning to occur.

The use of structured lesson design, math journals, projects, and a hands-on approach to learning and mastering mathematical practices is deeply embedded in the course of study. Writing to explain thinking occurs in all classrooms almost daily. Every week 5th grade students are challenged to solve a problem of the week. They discuss and plan together looking for solutions before sharing their understanding through writing. Various other projects include 5th and 6th grade students applying their understanding of fractions and decimals through study of the stock market. Some students learn about architecture creating scaled blueprints for a dwelling. Integration occurs with science in the use of graphing natural disasters in 4th grade and use of the Punnett Square in the study of genetics in 3rd grade. Our 2nd grade classrooms tackle measurement and mass each year through a study of “growing Gaters.” Teachers and students understand that math must be used and applied for true understanding.

Grade Level Teams of teachers meet weekly to use Common Formative Assessments to analyze their math instruction’s strengths and weaknesses. This enables teachers to do the same type of analysis of student achievement and progress toward meeting standards. They work to find, adapt or develop questions that demonstrate the rigor and understanding of the Common Core Math Standards. Teachers compare results with instructional strategies used and discuss their effectiveness. Students also have a chance to analyze their work following an assessment. They are given chances to review, discuss, and practice before testing again. Students are learning that a score on a test is formative, and achievement is not based on the finality of one test. Learning is fluid and happens through analysis, discussion and review.

Due to technological advancement, there are many ways for students to practice fluency and fill math gaps they may have. The iReady My Path is used by all students to practice struggling concepts. Students challenge themselves and each other through various online programs like Reflex Math and Fracs Math. The use of Khan Academy is specifically used by those students ready for a challenge and looking to further develop their math knowledge. Parents are able to review students’ progress through our district’s online data system, Atlas. Teachers also work to keep families informed through two-way communication and regular progress reports.

#### **1c. Science curriculum content, instruction, and assessment:**

Science instruction at Manchester GATE is a combination of in-class learning and a once-a-week lab experience for all students. Through the lens of the Next Generation Science Standards (NGSS) the students are able to construct meaning in earth, physical and life sciences as they utilize scientific processes to develop their STEM skills.

All students attend Science Lab each week taught by a certificated teacher. In lab, they learn through hands-on experiences connected to their grade level standards. 2nd graders study plants by growing Brassica Rapa. They germinate, pollinate, and harvest the crop creating a continuous loop from year to year. 3rd grade students learn about life cycles and adaptations for survival by studying endangered native Chinook Salmon. The unit concludes with a trip to a local river where they release the Salmon back into the environment. A favorite for fourth graders is the dissection of sheep eyes during the animal senses unit, where students compare the structure and function of human sensory organs to different animals. 5th grade students learn about the interactions of spheres on Earth by planning and assembling “Eco bottles” that are self-sustaining once sealed. Finally in sixth grade, students learn about life and how organisms are made using microscopes and their own cells. They see basic cell structures. Then they build their understanding of how cells use instructions in our DNA to make specialized cells and build organ systems. Classroom teachers help extend the knowledge through reading and research of applicable text and discussions completed in the classroom.

Science Assessment at Manchester GATE is driven through application of knowledge. The curriculum is structured so students learn to work cooperatively and collaboratively on short term and long-term projects. They then learn to ask important questions, use logic and employ multiple problem-solving strategies to demonstrate their learning.

#### **1d. Social studies/history/civic learning curriculum content, instruction, and assessment:**

The Social Science curriculum at Manchester GATE follows the scope and sequence outlined in the California Social Science framework. Social Science is a subject area where the curriculum is differentiated to provide a more stimulating and challenging learning experience--one where our students can utilize accelerated resources to study concepts in more depth and with more complexity. Teachers utilize quality literature and non-fiction texts to assist students in their understanding. By utilizing research skills and writing in-depth reports, students apply skills learned in other curricular areas.

Students do not just learn about history or regions but are often able to experience it as well. 5th grade students learn a Colonial Trade and present this through a Colonial Trade Day where they dress as share their trade. 3rd grade students learn about Fresno County and participate in a play written by one of our teachers. 6th grade students also take part in simulations reflecting knowledge of Ancient Civilization and our 4th grade students participate in a Fiesta Day filled with activities related to California history. These projects and simulations are critical to the assessment and understanding of Social Studies themes and history.

Literature and research opportunities support the curriculum. Teachers use many titles each year integrating the Social Studies themes including Maroo of the Winter Caves, Light in the Forest, Harriet Tubman, or By the Great Horn Spoon. Added each year are new books published like Inside Out and Back Again, a series of personal poems about immigration, or Hidden Figures connecting to segregation, female career advancement, impact of war, and Black History Month. Students spend time researching significant people from other cultures who had an effect on our world. All of this is part of the complete curriculum at Manchester GATE of history, social studies, and cultural and civic learning.

**1e. For schools that serve grades 7-12:**

**1f. For schools that offer preschool for three- and/or four-year old students:**

**2. Other Curriculum Areas:**

**2a. Arts (visual and/or performing)**

The Arts play a valuable role in the curriculum at Manchester GATE. Students in all grade levels have opportunities to participate in an arts education curriculum including elements of music--both instrumental and vocal--theater, dance, and the visual arts. The consistent use of Visual and Performing Arts standards continues to grow, and many teachers are utilizing standards to enhance curriculum integration.

Our acclaimed instrumental music program involves about 450 students in band, orchestra, and choir. The music groups participate in local festivals exposing students to music and talent from other schools. The students are always proud of the Superior ratings they almost always receive under the direction of their certificated instructors.

Our itinerant art teacher also helps students meet standards through creative representations. Students are exposed to watercolors, clay/ceramics, chalk, and paint among other media. The drawing of colonial self-portraits teaches fifth graders mathematical proportion and the history of limners, as well as the art processes of drawing and watercolor. Fourth graders create chalk drawings of the regions of California, and sixth grade students created Sumerian cylinder seals. The Arts offer students another outlet for their abilities and inspire many students to establish a positive connection to school.

**2b. Physical education/health/nutrition**

Physical Education at Manchester GATE is based on the California State Standards and stresses the physical health of the students. The Physical Education component compliments the appropriate health and nutrition concepts taught throughout the classrooms. Teachers work to provide learning experiences that meet the developmental needs of the students understanding the skills, movement, nutrition, and fitness necessary for an active, healthy lifestyle.

P.E. lessons combine skills as well as cardiovascular health activities. Opportunities for more practice and competition continues during the students' lunch hour. Each day groups of students compete in an intramural program in sports like volleyball, football, basketball, soccer, wiffleball, or softball. 3rd and 4th grade students play class vs. class and 5th and 6th grade students compete in groups of students mixed by class and age. This gives more students an opportunity to participate in a competitive setting other than just those who are on the schools' sports' teams.

Teachers know the importance of giving students much-needed movement boosts or brain breaks during the day, and strategies are used in all classrooms to help students reset and refocus in the learning environment. Yoga and other mental breaks like deep breathing and mindfulness are also evident throughout the school.

## **2c. Foreign language(s), if offered (if not offered, leave blank)**

## **2d. Technology/library/media**

The technology goal at Manchester GATE is that students learn how to use technology and media as a tool to enhance their education and lives. Teachers discuss and research ways to differentiate the learning experiences for our gifted students and to motivate and challenge them.

Manchester students attend a computer lab weekly taught by a certificated teacher. All students are taught computer skills like keyboarding, word processing, and email, and they are introduced to spreadsheets, presentation, and graphic tools in the lab. They explore the various search engines and learn about safety and civic responsibility of working on-line. The availability of online resources is a key component with instruction of evaluating sources. One need only visit the Manchester Computer Lab webpage to see the rich collection of student resources.

Three of our most recent clubs available to students are the 3-D Printer club, News Team, and Photography club. The 3-D Printer club teaches students how to plan and create using the printer to make various projects. The News Team writes, films, and edits a news report each week. The photography club's goal is to create a slide show for the sixth grade students by the end of the year.

## **2e. Any other interesting or innovative curriculum programs you would like to share**

The co-curriculars activities help extend learning opportunities for students every day at Manchester GATE. Students are able to explore areas of interest and enjoy opportunities to apply skills and knowledge beyond the classroom. An important part of student success is the need to feel connected to their school, and the many clubs and programs give them this opportunity.

Starting in 2nd grade, students have an opportunity to take part in extra-curriculars. Chess, choir, and orchestra instruction are some of the first opportunities for our students. By 4th grade students are able to join Band. Some of the contests that students take part in are Science Olympiad, Peach Blossom Oral Interpretation, E-Sports, and Spelling Bee. Our sports programs are enhanced through our daily intra-murals that happen each day at lunch recess. Finally, students are offered the chance to be part of some innovative clubs like 3-D Printing, News Team, Kiwanis Service Club, School Advisory Club, Photography Club, cooking, and a sewing/knitting club.

All of the co-curriculars are led by teachers, administration, and/or support staff at Manchester GATE. All

believe in the importance of the many extras offered and relish in the positive contacts made with students outside of the classroom environment.

### **3. Academic Supports**

#### **3a. Students performing below grade level:**

Based on the Smarter Balanced Assessments (SBAC) given in May of 2022, 66 students (11.5%) Nearly Met standards, and 23 students (4%) Did Not Meet standards in English Language Arts. In Math, 70 students (12.26%) Nearly Met, and 15 students (5.6%) Did Not Meet standard.

The students who need supports tend to be spread equally among the various subgroups and student populations. African American students are the only subgroup with an achievement gap of ten or more percentage points in ELA. Based on the 2022 SBAC scores, 69.2% (18 students) Met or Exceeded and 30.8% (8 students) Nearly or Did Not meet standards. In Math there is not an achievement gap of ten or more percentage points for any subgroup.

Frequent assessment strategies are a key component in instruction and interventions for the students performing below grade level. Teachers use data from the previous year as well as current assessment data to plan instruction. Interventions are implemented following students' completion of assignments, using checking for understanding strategies, formative assessments, and teacher observations.

Interventions begin in the classroom setting with the teacher. Lessons are planned based on student data with small group instruction as a key component to support struggling learners. Parents or family members are communicated with weekly and given strategies to be implemented at home. Students also work independently through various programs like Khan Academy and iReady to set goals and make individual progress. A retired teacher provides push-in and pull-out support for those students with the greatest needs.

Due to the small numbers of students performing below grade level in each class, teachers are able to have a laser-like focus on students' needs both academically and social-emotionally. Helping students goal-set and make positive connections with others is the key for all students to keep them on track and successful.

#### **3b. Students performing above grade level:**

The majority of the students at Manchester GATE are performing on or above grade level. As based on the SBAC scores from May of 2022, 84.4% of the students at Manchester GATE met or exceeded standards which equated to 481 students. 52.5% (299 students) exceeded standards. In Math, 85.1% (486 students) met or exceeded standards. 49.9% (285 students) exceeded standards.

Manchester GATE teachers are tasked with teaching and supporting those students who perform above grade level. Instruction at Manchester GATE is not about teaching the next year's grade level standards and go quickly through the curriculum, but to go deeper into the standards at their grade level. Differentiation and use of the gifted instructional strategies of Depth, Complexity, Acceleration, and Novelty are evident in all classrooms.

Teachers plan instruction that utilize questions or assigns tasks from the third (Strategic Thinking) and fourth (Extended Thinking) levels from the Depth of Knowledge chart. Classrooms of students are able to move quickly through the recall and skill/concept stages to the application and extension phases of the standards. Students are often challenged to choose their own way to share the knowledge based on their strengths and comprehension. One student might write a rap, one might complete and present a PowerPoint slide show, another might create a brochure, or you might even see a traditional written report in the classrooms at Manchester GATE.

While the goal is to go deeper in the grade level standards, many students crave to extend their knowledge in math and reading. The school library has a variety of books at higher reading levels for those students wanting more in their literature selections. Students have created some book clubs sharing thoughts and

ideas from personally chosen texts. Some students continue independently learning new math concepts from future years.

### **3c. Students with disabilities:**

Manchester has a multi-tiered system of support to meet the needs of all learners. There are intensive programs in place to assess, support, and monitor progress of the students with disabilities. Through Student Success Team Meetings, 504 Plans, and IEPs, students receive interventions and accommodations to ensure success in the rigorous and accelerated program.

Manchester has a small population of students that are twice exceptional, that is, they are both gifted and have special learning needs due to a learning disability. Students are referred to the Student Success Team (SST) once a parent or staff member identifies and expresses a concern for academic or behavioral progress.

Many accommodations are implemented through SST recommendations as well as more formal 504 Accommodation Plans and IEPs. An example would be “Johnny” who has attentional struggles which are adversely impacting his academic progress. Johnny has a wobble chair to help his need for movement as he works. He also has Velcro under his desk for nondisruptive tactile stimulation. There are also times where Johnny will use a break card to take a short break to regroup to assist with resuming focus. When he returns to his desk which is located near the teacher, he is able to get back to work. The teacher is able to monitor and support his on-task behavior due to the intentional student to teacher proximity. Later in the day, Johnny meets with his social skills group to support his IEP behavioral goal to increase his appropriate social interactions with peers. The resource specialist and school psychologist equip the group with strategies and students practice appropriate social interactions in a nonthreatening, safe setting. Accommodations are specifically tailored and prescribed to meet the Johnny’s determined needs both academically and behaviorally. Progress is regularly monitored to ensure growth and goals are obtained.

### **3d. English Language Learners:**

For the 2022-2023 school year, there were 29 English Learners enrolled in Manchester GATE at the start of the year. Currently there are 16 English Learners on campus. 15 of the students were designated as Reclassified-Fluent English Proficient (RFEP) this year meeting district guidelines for reclassification. Two additional students who are classified as English Learners enrolled in January of 2023.

Most of the EL students on campus are in the 2nd, 3rd, and 4th grades. The teachers know who the students are and proactively plan lessons utilizing strategies to support the EL students. Most of these strategies are beneficial for all students. Teachers will help students make connections between current topics and previous knowledge through the use of brainstorming, quick-writes, think-pair-share, and preview/review of text. All teachers set examples for all students through use of modeling the language they want students to use. There is also an expectation that students will answer questions using full sentences instead of just one-word answers. Classroom or student-lead discussions are used daily in all rooms giving students a chance to practice both their listening and speaking skills, share opinions, and actively participate in a group without fearing judgement or ridicule. Many of the teaching strategies used for the gifted learner support the EL strategies. The many ways students are allowed to demonstrate their understanding are positive EL strategies as well.

There are 51 students on campus who are classified as RFEP meaning they have been reclassified in the past four years. Teachers must monitor students’ progress each semester to ensure that students continue to excel academically. Intervention strategies are used when necessary to support these students if they are struggling. Formative assessment and checking for understanding strategies are the key components in monitoring and supporting student designated as English Learners.

### **3e. Other populations, if a special program or intervention is offered:**





## **PART V – SCHOOL CLIMATE AND CULTURE**

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### **1. Engaging Students:**

The students who attend Manchester GATE enter school with a wide variety of interests and abilities. Staff is challenged to offer engagement opportunities that are critical to students' emotional, social, academic, and physical well-being. As a result, Manchester GATE provides multiple opportunities for the students to participate in co-curriculars in the classroom and beyond including performing arts, athletics, student service, clubs, and academic competitions. The Guidelines for Success program embeds a social/emotional component throughout the school encouraging students to be the best they can be. Teachers, Administrators, and other staff members are critical components of the engagement programs and create many opportunities for positive relationships with students outside the classroom environment.

Manchester GATE's Guidelines for Success program creates a positive school climate through common language emphasizing the characteristics of Effort, Integrity, Scholarship, and Humanity and teaching lessons on how to demonstrate the traits. The goal is to increase positive behavior by recognizing and celebrating students who are demonstrating the traits. Students are given GFS tickets when they are "caught" demonstrating one of the traits. They bring the ticket to the office, receive verbal praise, tickets are displayed in the cafeteria, and finally a positive phone call home letting parents know that their child was recognized.

Music, athletics, clubs, service, and academic competitions are highly sought after by the students at Manchester GATE. The band, orchestra, and choir groups include over 300 students schoolwide and are highly recognized in the Fresno area and beyond. The athletic program features interscholastic competitions and intra-mural activities during the noon hour. Interscholastic teams in football, volleyball, basketball, and softball have won several league and district championships. 150 students have participated on the school's championship cross-country and track teams. This athletic program assists in the social/emotional development of our students and helps them develop a positive self-image about their physical abilities. The students have opportunities to participate in competitions and activities that feature their academic abilities. Peach Blossom Oral Interpretation Festival, Science Olympiad, and Chess Club give students the opportunity to develop and apply problem solving strategies. The newly developed 3-D Printing club and News Team provide other students with opportunities to learn and develop their college and career readiness. Finally, our Kiwanis K-Kids club and Student advisory club teaches students about servant leadership and making a difference in their community. Often visitors to the campus will state that they notice the positive, happy environment around campus.

### **2. Engaging Families and Community:**

Manchester GATE strives to build community for all members. Since students, families and staff come from all areas of Fresno, connection and engagement is of vital importance for student and school success. The success of Manchester GATE is due in part to the teamwork with all stakeholders. There are many opportunities for family members to be a part of their child's education.

Family members can volunteer at Manchester GATE in several ways. In the classroom, they might help a student or prepare a project for the teacher. They are included in the many field trips offered to the students. Not only does the teacher have chaperones, but the parents get to share in the experiences and spend quality time with their child. Second and third grade students visit many places around the community including various museums, parks, or the zoo. Fourth grade students visit historical sites in California. Fifth grade students participate in one overnight field trip centered around team building. They also take part in day trips to museums and a historical re-enactment at nearby Kearney Park. Sixth grade students attend a week of outdoor education camp as well as trips to various universities such as Stanford, UCLA, and Fresno State. These field trips create opportunities for parents to actively participate in their child's education.

Many parents and staff join the Parent-Teacher Association (PTA) each year. Events are planned throughout the year in conjunction with PTA; all of which are designed to bring the community together. An Ice Cream

Social is the first event for all students held the day before school begins. Later in the Fall, the PTA sponsors a Carnival that brings back many alumni each year. During the holiday season, grandparents are invited to have lunch with their grandchild during a special Grandparent's Day. Students love performing and showing their grandparents around school. Expo Night is an interactive event held in the early spring featuring exhibits focusing on science, social studies, physics, arts, and technology. Food is served, creating a carnival-like atmosphere.

Manchester GATE enjoys a positive community partnership with a local Kiwanis club through our K-Kids club. This club meets weekly and focuses on service projects around the school and community. They have raised money for charities including the local food bank and SPCA. An additional partnership with Fresno Pacific University and their On-Site Counseling program provides therapy daily on campus at Manchester GATE.

### **3. Creating Professional Culture:**

Teachers and administration at Manchester GATE work together to create an environment where all have a voice to feel valued and supported. The professional development model enables all to identify needs as they emerge and teachers to develop and refine skills necessary to meet the unique needs of the identified gifted students.

The school staff members are active participants of the Professional Learning Community meeting together weekly. The organization of the meetings is a combination of whole staff, grade level teams, or small groups of teachers from various grade levels. One lead teacher from each grade level, the Principal, Vice-Principal and Instructional Coach meet one time a month as part of the Instructional Leadership Team. This team discusses the needs of the school specifically related to instruction and learning.

Much of the work involves grade level Professional Learning Teams meeting to discuss instruction and analyze student work. They are driven by the four guiding questions: What do we want students to learn? How will we know they've learned it? How will we respond when they don't learn it? How will we respond when they already know it? The regular use of Common Formative Assessments allows them the chance to review data, discuss, and adjust instruction based on student performance. There is a common respect for ideas from all, a willingness to share successes, and discuss areas for improvement.

Most recently a professional development focus has been on alignment of curriculum across grade levels and across the school. The Principal and two teachers have been part of a focus group reading and discussing the book, *Grading for Equity*, by Joe Feldman. Several other teachers have taken professional development courses on the same book. Throughout the school, strategies for equitable grading and a focus on the students' academic level of performance is evident. Students are understanding how to focus on their learning, thereby developing intrinsic motivation.

Teachers have also invested a substantial amount of personal and professional development time in the various uses of technology. Teachers use websites, apps, and site licenses to supplement their curriculum. Microsoft Teams was the main communication tool during the pandemic and its use has continued with the return of in-person instruction. Students and teachers use Teams to increase their engagement and achievement, and as an effective way for students to share knowledge. Increased student engagement is a visible example of the impact of the continued positive infusion of technology into the curriculum.

### **4. School Leadership:**

The school leadership team is made up of the Principal, Vice Principal, one lead teacher from each grade level and the academic coach. The principal reviews the vision and mission of the school at the start of each school year. They meet with the instructional leadership team to discuss data, concerns, and goals for the year. School, grade level, and individual goals are set and then shared with families at the annual Back to School Night held the first week of school.

The leadership style of the principal is one of high visibility and easy accessibility to students, staff, and

families. The Principal and Vice-Principal are highly involved with students and able to address most by name. Through frequent classroom visits, the principal is monitoring instruction and student learning. In this way, the principal helps establish the instructional commitments for the school and keeps goals in focus. In addition, each teacher is an instructional leader within their classroom while at the same time being an integral part of the schoolwide professional learning community.

The Principal facilitates the cycle of continuous improvement through regular action planning within the professional learning teams where teachers review data to determine academic focus areas for improved student achievement. Students are also part of the conversations about progress toward the learning goals and respond to gaps in achievement through extra practice, one on one or in small group settings. Teachers are continually focused on areas that need to be emphasized in the instructional program.

The Principal and Vice Principal work with students and behavior needs through restorative practice strategies. Communication with students and allowing them the chance to listen and share with one another helps solve conflicts and understand another's point of view. Social/Emotional Learning is emphasized throughout the day in all parts of the school. A focus on empathy is developed and modeled by all staff.

The Principal moves the Manchester School community forward as a Professional Learning Community by sharing information and facilitating periodic improvement processes. The Leadership Team also plans for selected staff attendance at conferences and frequent professional readings. These strategies help attain school goals and help create additional leadership opportunities for teachers. By keeping the vision of the school in focus, encouraging involvement and ownership of setting goals, having a positive attitude, and developing the human resources by implementing pertinent staff development, the school's leadership continues to strive toward the realization of the school's mission.

## **5. Culturally Responsive Teaching and Learning:**

Fresno Unified supports schools through Cultural Proficiency Training for all staff. The district recently established a Diversity, Equity, and Inclusion advisory team to support leaders in leading the professional learning. The objective is to provide FUSD personnel with the professional learning to build an equity lens necessary for acknowledging and achieving equitable and inclusive outcomes. Manchester GATE staff has worked together the past three years studying the book, *Culturally Proficient Instruction*, by Nuri-Robins, Lindsey, Lindsey, and Terrell. This book utilizes an "Inside-Out" approach, and that Cultural Proficiency is a mindset for effectively describing, responding to, and planning for issues that arise in diverse environments. Staff at Manchester GATE value cultural differences as assets on which educational experiences are built.

Classroom teachers are utilizing tools for planning that include: Being aware of how we – as individuals and as school – work with others. Being aware of how we respond to those different from us. Seeing visible and not so visible differences. Preparing to live in a world of differences. The diversity of students' cultures at Manchester GATE allows teachers and students opportunities to share and honor those differences. Student discussions allow them to feel comfortable to share opinions and listen to others. Often the goal of the learning is not just "what happened," but "why did it happen?" Students are able to review point of view from each other and those in history to apply their learning and develop their understanding.

Teachers at Manchester GATE and the Manchester GATE librarian have strived to develop libraries to include books from many different cultures, authors, and themes. Literature Studies at Manchester GATE now include titles like *Harbor Me*, *Hidden Figures*, or *Inside Out and Back Again*. There are projects about famous women during Women's History month, students learning about Hispanics who have created change, or Black Americans who have had an effect on our world. Many classes discuss heritage and allow students a chance to honor their heritage through presentations. Some students will choose to share food, some may share clothing, or some may share about traditions of their family.

Manchester GATE employs a Home School Liaison who works with all families, but specifically helping to make the connections from home to school with Spanish Speaking families. One of the outstanding things

about the school is how its students come from diverse racial and socio-economic backgrounds from across Fresno and yet become a highly homogenized group of GATERS!

## **PART VI - STRATEGY FOR EXCELLENCE**

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Differentiated Instruction is what makes Manchester GATE special and successful. Students from every elementary school in Fresno Unified can qualify and may choose to attend Manchester GATE. When asked why they should come, differentiation is the key. Gifted students are not always the highly visible straight-A students always ready to answer a question. Many don't finish work because they are either bored or perhaps they just can't seem to make it perfect enough. Some might test poorly or take excessive amounts of time on a test due to the fact that they overthink the answer. The goal of differentiation at Manchester GATE is to provide an appropriate academic environment that emphasizes the joy of learning to develop life-long learners.

Teachers introduce students each year to the Habits of a Scholar. They focus and implement habits throughout the year including: academic humility, intellectual risk taking, pondering ideas, excellence, multiple perspectives, save ideas, be prepared, perseverance, vision/goals, varied resources, and curiosity. Another key instructional component for all teachers is the implementation of the GATE strategies of depth, complexity, acceleration, and novelty throughout the curriculum. Depth and complexity are a series of prompts that allow the students to go deeper and apply curriculum beyond just the recall or concept stages. Students will review patterns through different curricular topics. They review factors including social, political, economic, and geographic that influenced a trend. They examine ethics and how bias, prejudice, or discrimination affected an outcome. Another example is viewing curriculum and topics through multiple perspectives. Students are challenged to analyze how different people may view a topic and the pros and cons of each viewpoint.

Acceleration offers classes the chance to move through standards or curriculum at a faster pace but gives the additional opportunity for novelty. Many students utilize their creativity through art and expression. They are not just completing a report, but are able to apply and express themselves through a choice project. Biographies of famous minorities was presented in a museum format with posters, models, Art pieces, and even a student-written rap. A few classes spend time each week in "Genius Hour," a chance to study a topic of their choice. A final project may even be students writing and filming their own TEDtalk.

Manchester GATE is a special place for a diverse student population; a place where their needs are acknowledged and met. Curriculum is taught through rigorous differentiation which helps set the school apart from others.