

# Bloomingdale Family Program I (03MAUZ)

## 2016–17 Pre-K Quality Snapshot

A Pre-K Quality Snapshot template is available in the following languages: العربية | বাংলা | 中文 | Français | Kreyòl Ayisyen | 한국어 | Русский | Español | اردو

### General Information

Website: [bloomingdalefamilyprogram.org](http://bloomingdalefamilyprogram.org)

School Leader: Jose Velilla

Enrollment (16–17): 13

Type of Program: NYCEEC

Daily Start Time: 8:15 AM

Length of Pre-K Day: Full day

Early Drop Off Available: No

Late Pick Up Available: Yes

May have income or other eligibility requirements. Contact for more information.

### Program Features

Meals: Breakfast/Lunch/Snack(s)

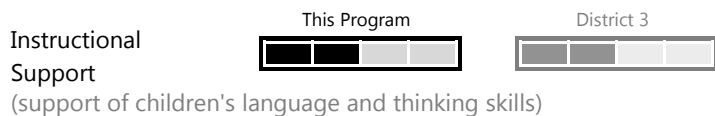
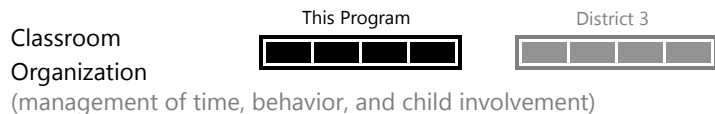
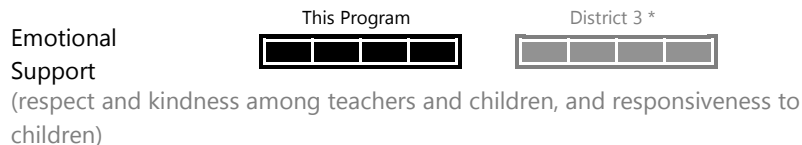
Playspace: Outdoor (onsite) playspace

Other Programs:

### Interactions in the classroom

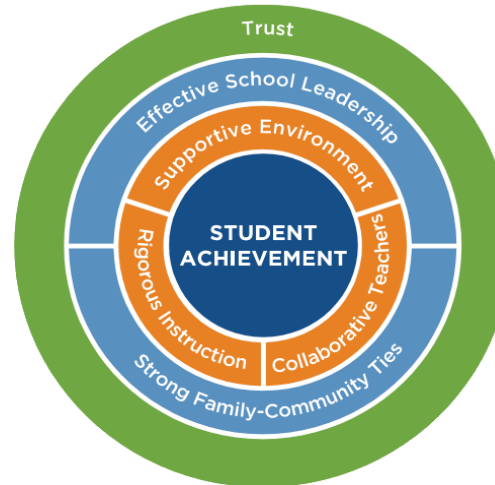
CLASS Assessment (program reviewed in the 2016-17 School Year)

The CLASS scores look at interactions that support children's learning. This includes interactions between teachers and children, and among children.



\*The district comparisons in this report include all pre-K programs in the district.

### Framework for Great Schools



Research shows that schools strong in the six areas are far more likely to improve student achievement.

Pages 2 and 3 of this report provide information on this program in those six areas.

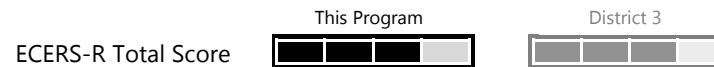
### Rating Key:



### Program environment that helps children learn

ECERS-R Assessment (program reviewed in the 2014-15 School Year)

The ECERS-R score looks at the learning environment, materials, and how teachers support and interact with children.



125 West 109th Street  
New York, NY 10025

### NYC School Survey of Pre-K Families

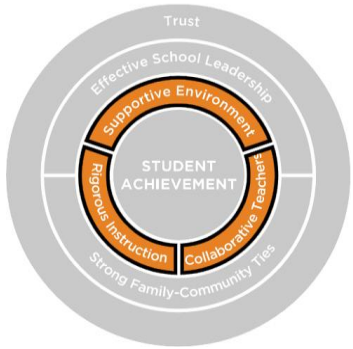
Last school year, N/A pre-K families (N/A of enrolled families) answered the NYC School Survey questions about this program.

N/A of pre-K families responded positively to questions about this program (City: 95%)

N/A of pre-K families feel that teachers and parents think of each other as partners in educating children (City: 97%)

212-663-4067

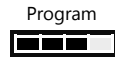
For more information on this document visit:  
[schools.nyc.gov/Academics/EarlyChildhood/parentfamilies](http://schools.nyc.gov/Academics/EarlyChildhood/parentfamilies)



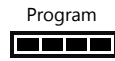
## Rigorous Instruction

Teaching teams create engaging activities to help children develop language, social, and thinking skills based on the pre-K learning standards.

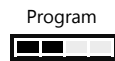
Materials and practices support children's language learning



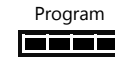
Teachers support and interact with children during the day



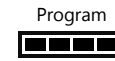
A variety of learning materials are available to children for plenty of time during the day



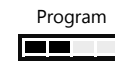
Respect and kindness among teachers and children, and responsiveness to children



Management of time, behavior, and child involvement



Support of children's language and thinking skills



From Early Childhood Environment Ratings Scale-Revised (ECERS-R)<sup>1</sup>

From Classroom Scoring Assessment System (CLASS)<sup>1</sup>

## Collaborative Teachers

Teaching teams work together to improve the program.

### List of recommended questions to ask when visiting a pre-K program to learn about teacher collaboration and growth

Can you describe the opportunities for how and when teachers and teaching assistants plan together?

How do teachers and teaching assistants work together to make sure that all children are learning and progressing?

What supports does the program offer to help teachers and teaching assistants improve their practice?

Quality Reviews are not conducted at all pre-K programs; that information is not included in this report as a result. The DOE is currently exploring ways to develop Collaborative Teachers measures for NYC Early Education Centers (NYCEECs).

<sup>1</sup>ECERS-R and CLASS are ratings from a trained observer.

Dates:

ECERS-R: 2014-15 School Year

CLASS: 2016-17 School Year

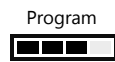
The percent-positive survey results are based on a number of questions on the NYC School Survey. For more information, see:

[schools.nyc.gov/Accountability/tools/survey](http://schools.nyc.gov/Accountability/tools/survey)

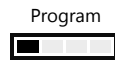
## Supportive Environment

Program staff respect and value all children and support every child to meet high expectations.

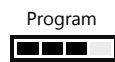
Children are supported during meals, nap, toileting, and arrival



Spaces and furniture are appropriate for children



Daily schedule supports learning (right amount of time for play, group learning, and outdoor activity)



From Early Childhood Environment Ratings Scale-Revised (ECERS-R)<sup>1</sup>

### Survey

N/A

responded positively to questions about Supportive Environment

City: 97%  
District: 98%

### Selected Questions

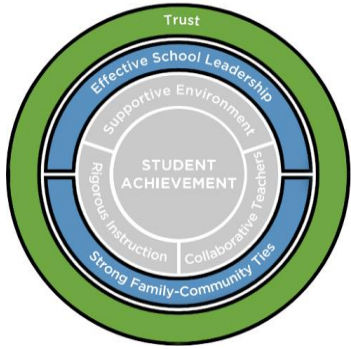
N/A of families say their child is safe at this program (City: 98%)

N/A of families say this program is kept clean (City: 97%)

N/A of families say this program communicates with them in a language and in a way that they can understand (City: 97%)

## KEY:





### Effective School Leadership

The pre-K program leadership inspires the pre-K community with a clear vision for instruction and family engagement.

**Survey**

**N/A**

responded positively to questions about Effective School Leadership

City: 95%  
District: 92%

**Selected Questions**

- N/A of families say the principal/director promotes family and community involvement in the program (City: 96%)
- N/A of families say the principal/director works to create a sense of community (City: 96%)
- N/A of families say the principal/director is strongly committed to shared decision making (City: 94%)

### Strong Family-Community Ties

The pre-K program forms effective partnerships with families and outside organizations to support families in meeting children's needs.

**Survey**

**N/A**

responded positively to questions about Strong Family-Community Ties

City: 94%  
District: 94%

**Selected Questions**

- N/A of families say that teachers work closely with them to meet their child's needs (City: 95%)
- N/A of families say that their child's pre-K teacher gives them helpful ideas about how they can support their child's learning (City: 95%)
- N/A of families say that their child's pre-K teacher lets them know that they can make a difference in their child's learning (City: 95%)

### Trust

Relationships between administrators, teachers, students, and families are based on trust and respect.

**Survey**

**N/A**

responded positively to questions about Trust

City: 96%  
District: 95%

**Selected Questions**

- N/A of families say that their program's staff work hard to build trusting relationships with families (City: 96%)
- N/A of families say that they feel respected by their child's principal/director (City: 96%)
- N/A of families say they feel respected by their child's teachers (City: 98%)

**KEY:**



For more information on this document: [schools.nyc.gov/Academics/EarlyChildhood/parentfamilies](https://schools.nyc.gov/Academics/EarlyChildhood/parentfamilies)  
 NYC School Survey: [schools.nyc.gov/Accountability/tools/survey](https://schools.nyc.gov/Accountability/tools/survey)  
 Pre-K Directory: [schools.nyc.gov/ChoicesEnrollment/PreK/Resources](https://schools.nyc.gov/ChoicesEnrollment/PreK/Resources)