

# PAULA LEV

TENURE  
PORTFOLIO

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# HSLPS HIGHLIGHTS





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## **BIOGRAPHY**

**My name is Paula Lev, Principal at the High School for Law and Public Service. I have the honor to serve as the leader in a community that I call home. I started my career in this district in 2006 as a one-to-one paraprofessional. Then, I transitioned to a teaching role where I taught math and science to students with disabilities. Like many of our students, I arrived in the United States from the Dominican Republic at fifteen years of age with no knowledge of English and with the pressure of earning high school credits weighing on me daily as I attempted to adjust to a new school, a new home, and new country. I also juggled helping my mother with my sisters, as well as working as a cashier in a supermarket when I was not practicing for my volleyball games. Four years later, I graduated from a bilingual class and attended college here in New York City.**



After working as a paraprofessional and a special education teacher in District 6, I left the district to work as an assistant principal for special education. Then, I went to Central, where I worked as a Director of SESIS Training for the Division of Special Education. In this role, I developed the training guidance documents to support the Special Education Reports InfoHub Page for Executive Superintendents, the development of the training resources to support the Program Services Report Initiative (which provides school principals with a weekly report to determine if students are scheduled based on their IEP recommendations), and the creation of a Wiki page to provide special educators with the training resources necessary to document students' services.

For the past four years, I have utilized my vast experience in education as the Principal of the High School for Law and Public Service. In this role, I have restructured the school to ensure we have the personnel necessary to provide students with their mandated services. I have also partnered with several organizations and consultants to provide our students with multiple opportunities to engage in clubs and Advanced Placement classes of their choice. Most recently, we received the AP Honor Roll Bronze Badge and AP ACCESS Award from the College Board for our efforts in providing students of color and low-income households with multiple opportunities to enroll in AP courses while in high school. I am extremely proud of my team and my accomplishments, and I promise to continue to work diligently to make this a fully inclusive school in the Heights.



# CORE VALUES





## **PARTICIPATION**

We believe that learning is a lifelong and engaging endeavor; therefore, both students and teachers are active learners.



## **ACADEMIC ACHIEVEMENT**

Our school community strives for excellence through a rigorous, innovative, student-centered curriculum. Students develop analytical skills to become critical and independent thinkers.



## **COMMUNITY**

We are dedicated to providing the members of our learning community with a nurturing and safe environment, wherein mutual respect and cultural diversity is honored.



## **TEAMWORK**

Learning is best when it is interactive and collaborative. Teachers, administrators, parents, and caregivers work together to develop mature, mindful, and responsible individuals.



## **SERVICE**

We value learning that occurs beyond the classroom, therefore, we provide students with opportunities to become invested in their communities through service learning.



# IMPACT ON STUDENT LEARNING

- 1** Students with disabilities receiving services
- 2** Graduation data
- 3** Students with disabilities graduation rate
- 4** Attendance Rate
- 5** Post Secondary Enrollment





# IMPACT ON STUDENT LEARNING

During my tenure as the Principal of the High School for Law and Public Service, multiple sources of evidence demonstrate that the vast majority of students, including special populations, achieved substantial gains on New York State Standards.

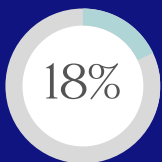
The data listed below demonstrates some of the areas of celebration:

- The number of students with disabilities receiving fully matched mandates increased from 18% to 95%
- The graduation rate for all students increased from 48% to 80% from 2020 to 2023
- The graduation rate for students with disabilities in 2019-2020 was 28.1%; most recently, the graduation rate for students with disabilities was 73.3%
- The number of students participating in Advanced Placement Courses in 2019-2020 was 151 and currently, the number of students participating in Advanced Placement courses is 268.
- The school attendance rate increased from 83% to 85% year to date



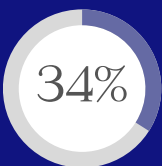


# STUDENTS WITH DISABILITIES MANDATES FULLY MATCHED



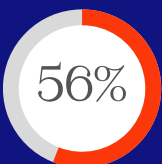
18%

2019 - 2020



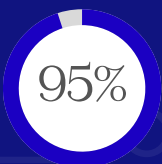
34%

2020 - 2021



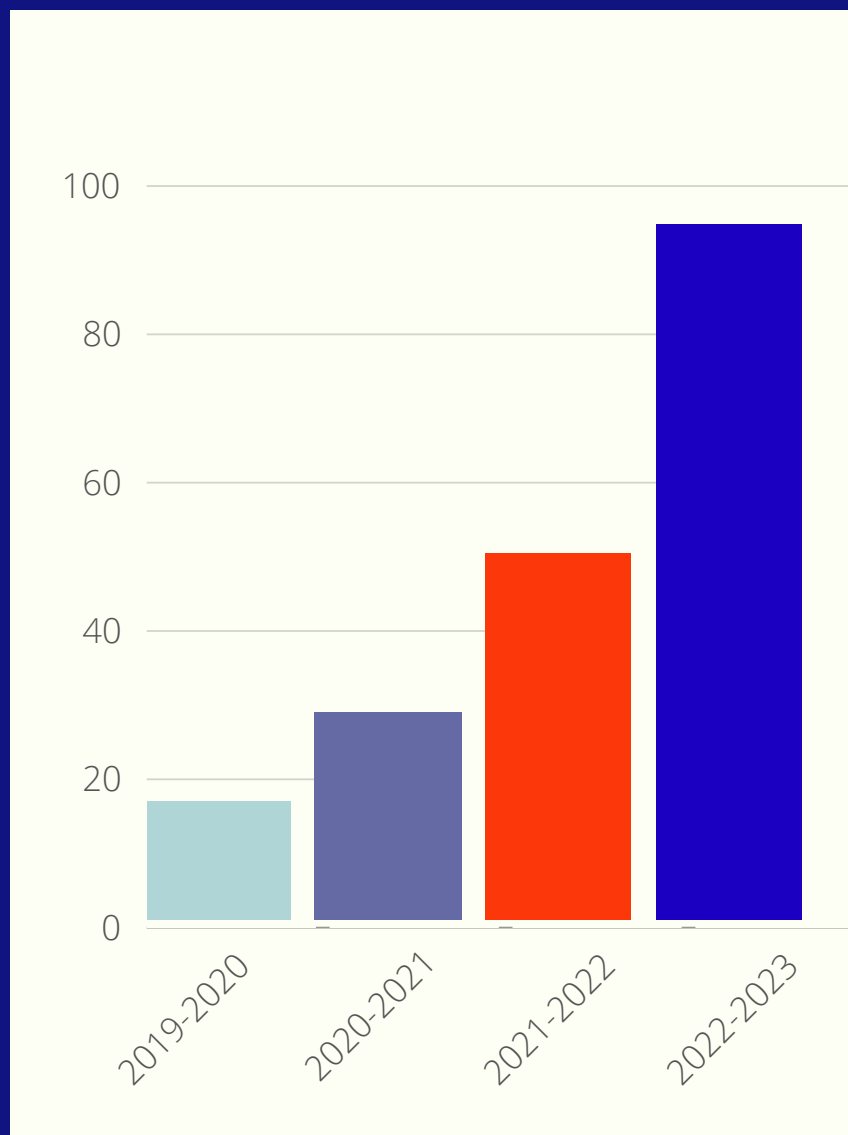
56%

2021 - 2022



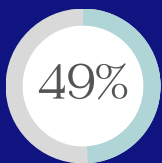
95%

2022 - 2023



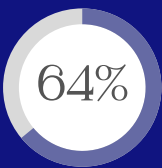


# GRADUATION RATE GROWTH



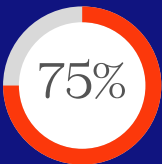
49%

**2019 - 2020**



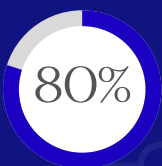
64%

**2020 - 2021**



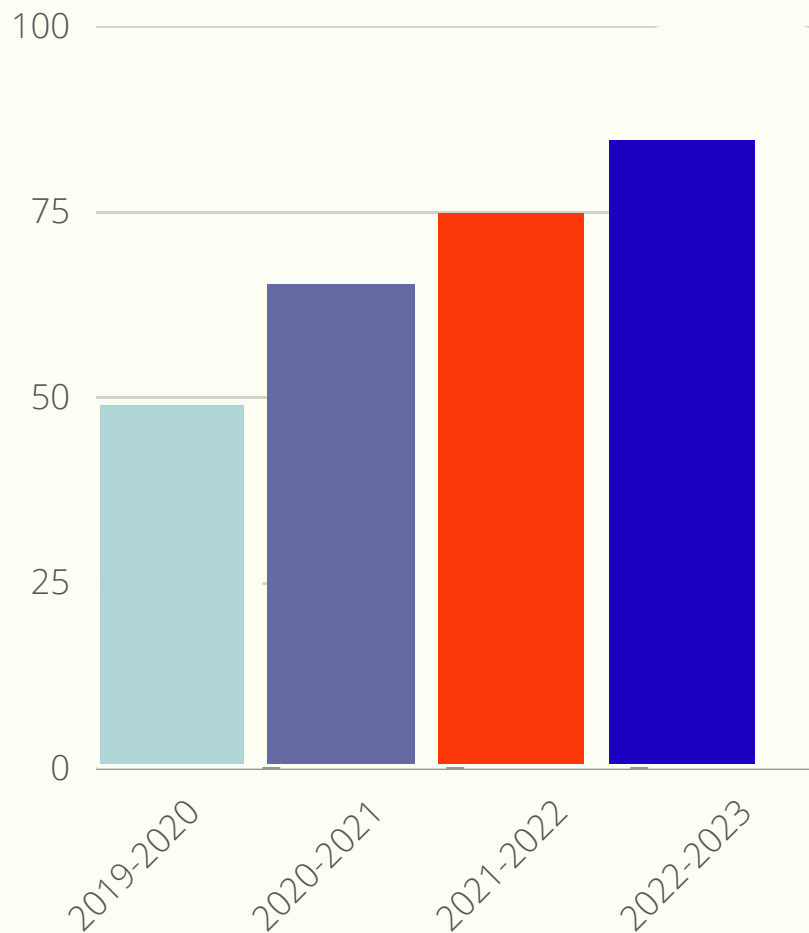
75%

**2021 - 2022**



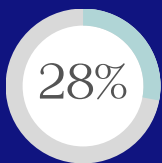
80%

**2022 - 2023**

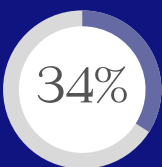




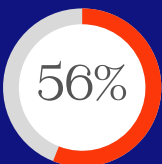
# GRADUATION RATE FOR STUDENTS WITH DISABILITIES



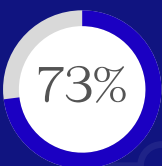
**2019 - 2020**



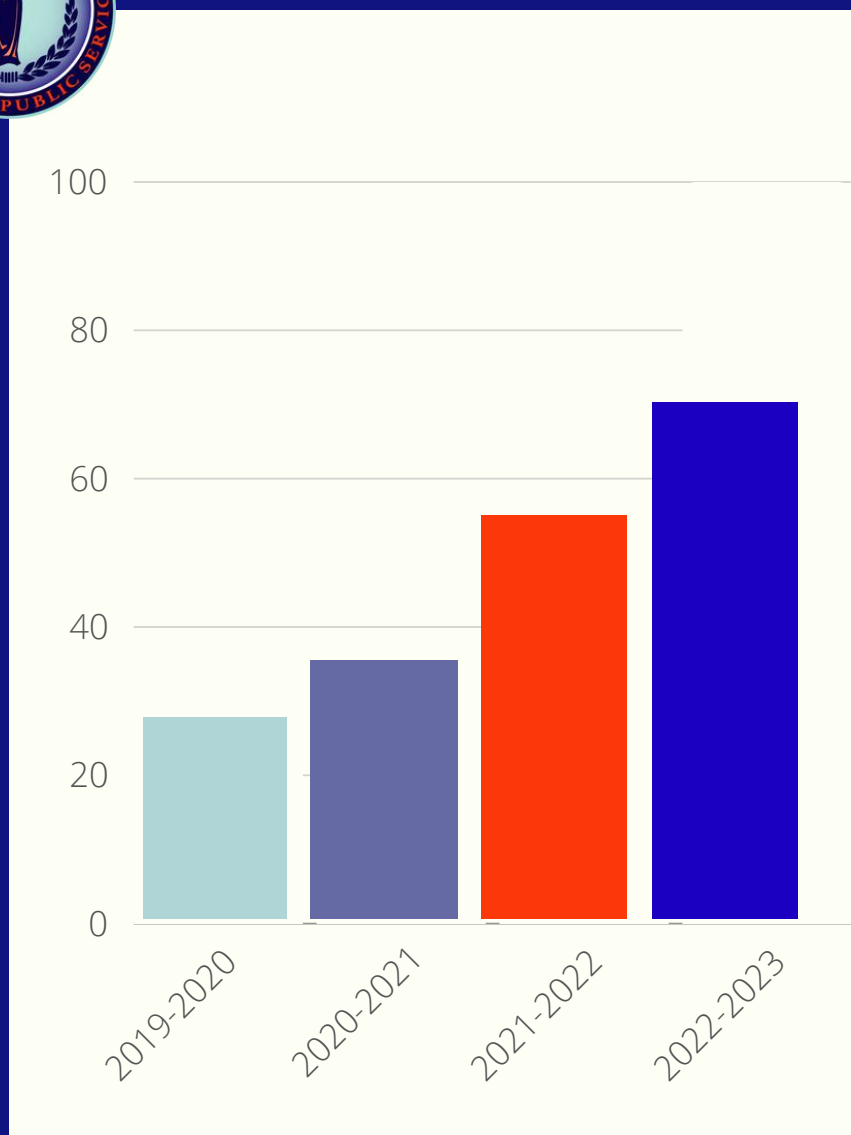
**2020 - 2021**



**2021 - 2022**



**2022 - 2023**

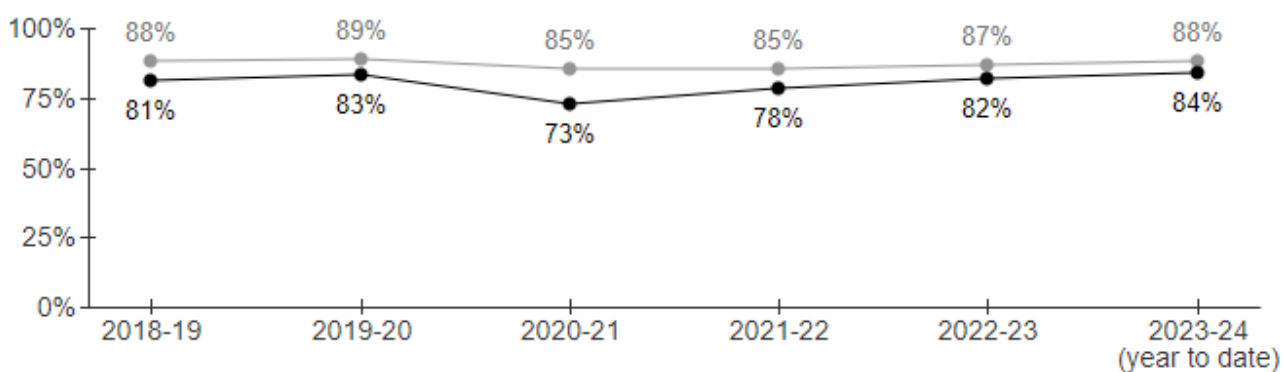




# ATTENDANCE RATE

## ▼ Yearly Attendance

— Your School  
— City





# INSTRUCTIONAL LEADERSHIP

## Instructional Program



At High School for Law and Public Service, we are focused on student-led learning. We provide students with educational experiences that allow them to take ownership of their learning through collaboration, academic discourse, and critical literacies. In order to deliver these high-quality learning experiences, we are committed to building teacher's capacity to design and deliver a culturally responsive-sustaining curriculum with embedded scaffolds across all grades and subjects.

## Capacity Building



We allocate and efficiently utilize human and fiscal resources to develop the instructional capacity of staff while providing leadership opportunities. We prioritize resources to support students' needs, such as hiring teachers with expertise to teach all students, especially SWD and ELLs. We also have a professional learning plan designed to improve teacher planning and pedagogy to foster student independence and critical thinking by using culturally responsive instructional practices. This plan includes various topics and includes the use of the NYU/Steinhart CRSE Scorecard to analyze the current units of study, resources, and instructional practices. Similarly, staff has engaged in training on Making Thinking Visible strategies, cultivating Genius Pillars, and co-teaching models and implementation. In addition to pedagogical development, teachers are provided leadership opportunities, such as being ILT members; in this role, teachers are part of school-wide decisions. Likewise, teachers serve as Club Coordinators, Peer Mentors, Advocacy Group Coordinators, MLL Coordinator, and Prep coaches who facilitate a Postsecondary Readiness for ELLs Program, and Dream Squad membership.



## Culture



# INSTRUCTIONAL LEADERSHIP

We promote social justice and ensure that individual students' needs inform all aspects of schooling. We reimagined what our school culture could be if you focused on a more proactive approach to discipline and behavior. We embraced restorative approaches focused circles. We have also taken students on team-building trips, nature hikes, and other field trips connected to academic and social-emotional learning. We have emphasized student experiences that promote greater engagement, including "visible thinking routines," high-interest clubs, and workshops designed to explore new interests. We have actively promoted diverse perspectives, culturally responsive curricula, and experiences for students that celebrate their identities and culture. When our school received an influx of students new to the country, we shifted our Professional Development to focus on how best to ensure a welcoming and inclusive environment.

## Sustainability



We have developed assessment and accountability systems to monitor student progress and uncover patterns and trends. We look at the MAP test data and Regents data to adjust the curriculum and create support plans for groups and individual students. We also have systems in place to ensure student's academic and social success. Our support staff is trained in de-escalation strategies and communication techniques to create conditions where students feel safe and respected proactively. Our Restorative Justice Committee, composed of teachers, support staff, and students, is grounded in restorative circle work. Circles serve as safe spaces for Social Skills Development and support Student Emotional Management. We collaborate with central staff from the Office of Safety and Youth Development and train our staff through the Morningside Institute. We are developing an Advisory Curriculum with an emphasis on fostering a circle culture throughout the school.



# INSTRUCTIONAL LEADERSHIP

We have seen improvement in our instruction as a result of our professional learning structure in the following:

## Strategic Planning Processes



- Co-planning and co-teaching relationships have greatly improved. By implementing several Professional Development sessions around co-teaching relationships and how to create routines around co-planning, we have seen several co-teaching teams integrating the tips, sharing advice with other teams, and taking time to practice the information given. When observing teams teaching in the classroom, it has been a pleasure to see seamless transitions between teachers shifting roles during their lessons, varied student grouping structures, and students relating to each teacher in the room, not being relegated to just one.
- Teachers lead and facilitate bi-weekly C6 committee meetings. These small group settings allow for greater sharing of ideas, concerns, and feedback to support each other in the committee focus area.
- ML teachers lead sessions around understanding the levels and capabilities of ML students in various integrated classrooms. The goal is to build teacher capacity by supporting an integrated model.





## Principal Performance Review 2022-23

Principal Name: Paula Lev

School Name/DBN: 06M467 - High School for Law and Public Service

### Measures of Student Learning 2022-23

This document shows the Measures of Student Learning (MOSL) HEDI rating and scoring for the 2022-23 Principal Performance Review.

Principal's MOSL Rating	
HEDI Rating:	Effective
HEDI Points:	12
Percentile Rank:	26.6
Weighted Score:	33.7

Metrics			
	N	School Value	Percentile Rank
Growth Percentile in ELA Regents	106	53.86	49.4
Growth Percentile in Algebra I Regents	113	44.46	18.9

For more details on how metrics were calculated, please consult the [PPR Field Guide](#). For additional assistance in using this report, please contact your Academic Policy, Performance, and Assessment specialist (APPA) or [SchoolPerformance@schools.nyc.gov](mailto:SchoolPerformance@schools.nyc.gov)

Principal Name: Paula Lev  
 School: 06M467 - High School for Law and Public Service  
 Superintendent: MANUEL RAMIREZ  
 EIN: 1015209

**Principal Performance Review  
 Measures of Leadership Practice  
 MOLP Rating and Score SY 2022 - 2023**

Domain-Dimension Key	Domain	Dimension	Principal Rating
1.C	1	Culture	Highly Effective
1.S	1	Sustainability	Effective
2.C	2	Culture	Effective
2.IP	2	Instructional Program	Effective
2.CB	2	Capacity Building	Effective
2.S	2	Sustainability	Effective
2.SPP	2	Strategic Planning Process	Effective
3.CB	3	Capacity Building	Highly Effective
3.C	3	Culture	Effective
3.S	3	Sustainability	Effective
3.IP	3	Instructional Program	Effective
4.SPP	4	Strategic Planning Process	Effective
4.C	4	Culture	Effective
4.S	4	Sustainability	Effective
5.C	5	Culture	Effective
5.S	5	Sustainability	Effective

Measures of Leadership Practice Score (4.0 Scale):	3.13
<i>The Measures of Leadership Practice Score above has been converted to the Measures of Leadership Practice Rating below in compliance with State Education Laws.</i>	
Measures of Leadership Practice Rating:	Effective



Principal Name: Paula Lev

Evaluator Name: Manuel Ramirez

School: M467 - High School for Law and Public Service

ANNUAL PROFESSIONAL PERFORMANCE REVIEW (APPR)  
2022-23 OVERALL RATING

Principal Performance Review Overall Rating 2022-23: Effective

<b>Measures of Leadership Practice Score (out of 4.00)</b>	<b>3.13</b>
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Measures of Leadership Practice Rating: Effective

<b>Measures of Student Learning Score (out of 20)</b>	<b>12</b>
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Measures of Student Learning Rating: Effective

Overall HEDI Rating		MOLP			
		H	E	D	I
MOSL	H	H	H	E	D
	E	H	E	E	D
	D	E	E	D	I
	I	D	D	I	I

Principal's signature: \_\_\_\_\_

Date: \_\_\_\_\_

(I have read and received a copy of the above and understand that a copy will be placed in my file.)

<https://infohub.nyced.org/docs/default-source/doe-employees-only/22-23-ppr-field-guide.pdf>

Principal Name: Paula Lev  
 School: 06M467 - High School for Law and Public Service  
 Superintendent: MANUEL RAMIREZ  
 EIN: 1015209

Principal Performance Review  
 Measures of Leadership Practice  
 MOLP Rating and Score SY 2021 - 2022

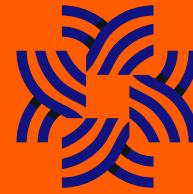
Domain-Dimension Key	Domain	Dimension	Principal Rating
1.C	1	Culture	Effective
1.S	1	Sustainability	Effective
2.C	2	Culture	Effective
2.IP	2	Instructional Program	Effective
2.CB	2	Capacity Building	Effective
2.S	2	Sustainability	Effective
2.SPP	2	Strategic Planning Process	Effective
3.CB	3	Capacity Building	Highly Effective
3.C	3	Culture	Effective
3.S	3	Sustainability	Effective
3.IP	3	Instructional Program	Effective
4.SPP	4	Strategic Planning Process	Effective
4.C	4	Culture	Effective
4.S	4	Sustainability	Effective
5.C	5	Culture	Effective
5.S	5	Sustainability	Effective

Measures of Leadership Practice Score (4.0 Scale):	3.04
The Measures of Leadership Practice Score above has been converted to the Measures of Leadership Practice Rating below in compliance with State Education Laws.	
Measures of Leadership Practice Rating:	Effective

# PROFESSIONAL DEVELOPMENT



# COMMUNITY ENGAGEMENT &



# CONTRIBUTIONS TO THE DISTRICT

We have systems in place to ensure the most effective level around:

- Shared Vision of Learning
- Safe, Efficient, Effective, Learning Environment
- Community
- Integrity, Fairness, Ethics

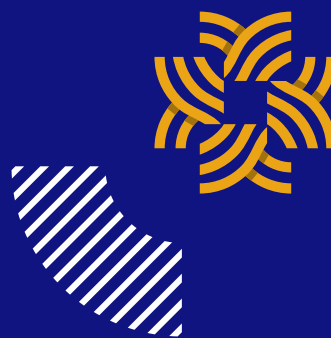
We build and sustain positive relationships with families and caregivers. We provide parent workshops on high-interest topics such as Finance, College and Career Guidance, Effective Communication for Parent Teacher Conferences, Navigating the NYC Student Account, and the HSLPS website. We created a Parent and family welcome center located immediately upon entering our school where families can enjoy light refreshments and support various needs such as assistance with translating and filling out forms and accessing resources.

We have established traditions geared toward engaging our community, but what we are most proud of are the following:

- Coffee Talks
- Wellness Fair



# COMMUNITY ENGAGEMENT



## Coffee Talks

*These opportunities serve primarily as an open space for families to meet with the principal in a more intimate setting, reflect upon what is working well at school and what can be improved, and collaboratively problem-solve to make decisions that affect the daily operations of the school. Each coffee talk is followed by a workshop selected by the Parents' Board which is facilitated by our school experts or community-based organization.*



## Wellness Fair

*Last school year, we hosted our inaugural wellness fair, open to the entire campus community, where we offered a wide array of healthful experiences. Some of the attractions included fitness activities, a child care corner, healthy drinks and salads, and general health resources. This year we have scheduled our first wellness fair for Saturday, November 18, 2023. We intend to offer a similar lineup as last year. However, we are collaborating with the campus clinic and other CBOs to expand the support.*





Join us for our first IN-PERSON



# Coffee TALK



Meet with  
Principal  
Lev

Come have breakfast with us  
and discuss:

- Grades and Attendance
- Funds for parent activities
- Upcoming events
- Open floor for questions or suggestions

**WEDNESDAY**  
**OCTOBER**  
**26TH**



**8:00 AM**

549 Audubon Ave  
4th Floor  
Library - 449





# COMMUNITY ENGAGEMENT





# WELLNESS Fair

## JOIN US AND ENJOY:

- Yoga
- Cycling
- Zumba
- Total Body Workout
- Blanket Making
- Salad and Green Juice Bar

Plus 

## KIDS ZONE

Day care, activities  
and games for  
children 2 to 8  
years old



**REGISTER HERE:** <https://bit.ly/GWECWellnessFair>



George Washington Educational Campus  
549 Audubon Ave. New York, NY, 10040

# WELLNESS FAIR



# COMMUNITY CELEBRATIONS





# COLLEGE VISITS





# CONTACT INFORMATION

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Site

**[www.myhslps.org](http://www.myhslps.org)**

