



Community Voices Middle School 356

145-00 Springfield Blvd., Springfield Gardens, NY 11413

Ph: 718-977-6180 Fax: 718-977-6181

www.ms356covo.org

Ryan Branch, Principal

Jhael Dragon, Assistant Principal



MULTI-TIERED SYSTEM OF SUPPORT (MTSS) PLAN 2025-2026

Principal: Ryan Branch

MTSS Point: Jhael Dragon

MTSS Team Members: Ryan Branch, Jhael Dragon, Katherine Andreski, Hala Kasem

School DBN: 29Q356

MTSS Overview:

MS. 356 uses the Multi-Tiered System of Supports (MTSS) as a framework of academic and social-emotional support. It is designed to ensure that all students excel. Research into two trends in schools— over-identification of students for special education and lack of timely intervention, both of which tend to increase rather than address disparities in educational experiences and outcomes—led to the development of the Response to Intervention (RTI) framework and Multi-Tiered System of Supports (MTSS) (Preston, Wood, and Stecker 2015) . MTSS uses principles from RTI to help schools purposefully allocate and focus resources where they are needed most to identify and help students at risk of not meeting grade-level expectations. When successfully implemented, an MTSS ensures that:

- more students can access and benefit from strong, grade-level, culturally-responsive instruction; and
- fewer students are unnecessarily identified for special education or placed in academic tracks that diverge from core grade-level work

CEP:

NYCPS Multi-Tiered Systems of Support (MTSS) align with NYSED guidelines for providing Academic Intervention Services (AIS) to students who have not yet met state standards or are considered to be at-risk of not meeting state standards. The Multi-tiered Systems of Support (MTSS) framework, organizes supports into three tiers:

Tier 1 provides schoolwide, high-quality programming for all students, including SWDs;

Tier 2 offers data informed small-group interventions for at-promise students; and

Tier 3 delivers intensive, individualized support for students with persistent needs.

This facilitates the strategic planning and necessary resource alignment to ensure their school community appropriately and adequately serves all students well, in partnership with students and families.



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TIER 1-UNIVERSAL SUPPORT							
Area of Support	ELA	MATH		SEL	BEHAVIORAL	Professional Development (Add links to PD plans)	
Screeener(s)	Screeners				Student Perception Survey	*Class Dojo Reward System (PBIS) *School-wide Behavior Expectations *Parent Teacher Conferences *Advisory Programs	Learning Targets Lesson Planning Small Group Instruction Content Based PDs
	i-Ready HMH Growth Measure HMH Unit Assessment IXL	i-Ready IM Mid and End Unit Assessments Game 24 IXL					
Administration Dates	BOY- SEPT MOY- JAN EOY- MAY i-Ready D29 SM	BOY- SEPT MOY- JAN EOY- MAY i-Ready D29 SM			BOY-OCT EOY- MAY		
Core Program (Research-based instruction that is aligned to state learning standards in core academic areas, along with pedagogical support for the skills and strategies students require to successfully master the core curriculum).	6-8 Core Curriculum				*Mood Meter Check-in *MBSK *Girls Inc. *SMEL *MBSK/Boxing Program *100 Suits *Cosmetology *DJ Club		
	HMH Into Reading CommonLit Writable Ready Books	Illustrative Mathematics Imagine 6-8					
TIER 2- TARGETED SUPPORTS							
Diagnostic Tool	ELA	MATH		SEL	BEHAVIORAL	Professional Development (Add links to PD plans)	
	I-Ready NY State Exam SDQA ROAR	i-Ready NY State Exam		Survey	*Class Dojo Reward System (PBIS)	Progress Monitoring Intervention	



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Research based Intervention Program (Scientific, research-based targeted instruction designed to remediate skill, strategy, and learning deficits of identified students).	CommonLit Phonics For Reading REWARDS REWARDS+ Ready (Books) i-Ready Teacher Toolbox Reciprocal Reading AIS District 10% Group – fluid based on standard –	Fluency Practice What I Need periods Coherence Maps Ready (Books) i-Ready Teacher Toolbox AIS District 10% Group – fluid based on standard		*Restorative Circles	*Behavior Plan *Progress Reports *Check-ins / Check-outs *Restorative Circles *At-Risk Counseling *Town Halls	Program Training Outcomes Driven Model Smart Goals
	45 min 5X a week	45 min 2X a week		30 Min 2X a week		
	Strategic Reading Tracker I-Ready Acadience**	WIn Tracker I-Ready		Observations		
	6-8 Weeks	6-8 Weeks		4 weeks		
TIER 3- INTENSIVE SUPPORTS						
Diagnostic Tool	ELA	MATH		SEL	BEHAVIORAL	Professional Development (Add links to PD plans)
	I-Ready NY State Exam SDQA ROAR	i-Ready NY State Exam		Student Survey	*Class Dojo Reward System (PBIS)	Intervention Program Training
Researched based Intervention Program (Instruction is explicit and targeted toward students' specific area(s) of need. Individualized programs are designed and implemented).	REWARDS REWARDS+ Phonics for Reading IXL AIS Tuesday afternoon At-Risk SETTS	I Ready IXL AIS Wednesday afternoon At-Risk SETTS		*TCIS Mandate counseling *At-Risk Counseling	*Behavioral Contract *Check-ins / Check-outs *FBA/BIP	ODM Smart Goals



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	Reciprocal Reading				*Mandated Counseling	
Frequency of support/	45 min 4-5 times per week	45 min 4 times per week		45 min 4 times per week		
Progress Monitoring tool	Intervention Program Acadience**	Intervention Program		(In Program)	Behavior Sheet	
PM Frequency	Once Per Week/Every Two Weeks	Once Per Week/Every Two Weeks		Once Per Week/Every Two Weeks		

[Research Based Reading Interventions AIS with Writing.docx.pdf](#)

- **TO ENSURE FIDELITY:**

- Plugging in components with PD plan
- Linking the data sources to have it all in one place
- Working with ILT every meeting to guide the discussions around progress monitoring, revising student groups, and identifying personalized PDs for different groups of teachers.
- Identify students in need of Tier 2/Tier 3 Intervention Supports based on Teacher Referrals as discussed during weekly PPT/SIT meetings.
- Weekly/Bi-Weekly Progress Monitoring to be completed with the bottom 20% of students who are receiving either Tier 2 or Tier 3 supports during Strategic Reading Periods in Grades 6 and 7