		teaching support prior to the start of the unit to ensure students are ready to access grade level instruction and assignments.
Re-Teach		
Level of Intensity	***Essential Question***	***Examples***
Targeted	What formative assessment data (e.g., tasks, exit tickets, observations) will help identify content needing to be revisited during a unit?	For example, students may benefit from re-engaging with content during a unit on HS.S-IC.B: Making Inferences and Justifying Conclusions cluster by revisiting student thinking through a short mini-lesson because this conversation can serve as a diagnostic tool so the teacher can prescribe the needed review needed to get the learner moving.
Intensive	What assessment data will help identify content needing to be revisited for intensive interventions?	For example, some students may benefit from intensive extra time during and after a unit in the HS.S-IC.B: Making Inferences And Justifying Conclusions cluster by helping students move from specific answers to generalizations for certain types of problems because learners often benefit from seeing the work of more experienced problem solvers.
Extension		
Essential Question		***Examples***
What type of extension will offer additional challenges to 'broaden' your student's knowledge of the mathematics developed within your HQIM?		Some learners may benefit from an extension such as in-depth, self-directed exploration of self-selected topics because advanced or gifted learners often need or want to explore more into how data is used. For example, a learner could look at how Big Data is being used to make life better but not without potential risks.