

Curriculum Unit Blueprint Posters

Milford Mill Academy is committed to improving teaching and learning during the school reform process. Therefore, as a way to increase more engaging and rigorous course work for all students the school has adopted a school wide approach to improving classroom instruction. Curriculum Unit Blueprint Posters are visual instruments that communicate high academic expectations to students, teachers, parents, guardians, administrators, and community members while aligning curriculum, instruction, and assessments. These unit blueprints get to the bedrock of what is “essential” for all students to know and be able to do by the end of each unit of study. We believe that academic expectations should be clearly communicated to all stakeholders as learning is the foundation for success.

This approach is aligned with the Baltimore County Public Schools *Blueprint for Progress*:

Performance Goal 1: By 2012 all students will reach high standards, as established by the Baltimore County Public Schools and State performance level standards, in reading, language arts, mathematics, science, and social studies.

Key Strategies:

C.) Provide for the consistent and systemic implementation of the Essential Curriculum in all content areas which include differentiated curriculum for English Language Learners, Special Education, Gifted and Talented, and honor students.

E.) Monitor classroom instruction to ensure that the Essential Curriculum is being taught.

O.) Monitor the relationship among the intended, assessed, and learned curriculum to ensure access to rigorous curriculum for all students.

Q.) Provide parents, guardians, and community stakeholders groups with strategies that can be implemented with children to enhance student learning.

This approach is recognized and supported by the Southern Regional Education Board’s (SREB) largest school improvement initiative called *High Schools That Work (HSTW)*:

“Use Milford Mill Academy’s developing “Blueprint Posters” as a way to align curriculum, instruction/assessment and focus instruction on what is essential for each unit of study. In addition, this strategy will assist in moving 85 percent of all students to the proficient and advanced levels of academic achievement.”

*Kathleen McNally
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“One of the fundamental challenges a school must face as it reforms is in eliminating inessential curricula. Every teacher in every course must become clear on the answer to the question, ‘What is it we want students to know and be able to do?’ ”

Richard DuFour, 2002

“Getting Started: Reculturing Schools to Become Professional Learning Communities”