

School District: **Colonial School District**
School: **William Penn High School**
Project: **Content Literacy Leads to Learning (CL³)**
Award: **\$39,025.31**

Demographics: William Penn High School serves approximately 2,048 students in ninth through twelfth grades. Roughly 50% of classrooms have between 15 and 30 students. Their student population is comprised of 34.2% low SES, 16.4% special education, and 4.7% ELL.

Abstract: William Penn High School aims to provide **comprehensive professional development in writing**, particularly **argumentative writing, across all content areas in grades 9-12**. This work will focus more on the developmental processes that support writing development. William Penn staff plan to leverage **Schoology** to support **technology-enhanced lesson designs, student outcomes, teacher collaboration, and targeted support for students** based on their individual needs. Their professional learning plan consists of **three phases: training in the methodology and underlying research of various writing approaches, implementation of research-based writing strategies with support through web-based modules and internal/external literacy experts, and support structures for sustaining writing integration in the content areas over time.**

Data: There is a clear need to increase student content knowledge and success on accountability exams (PSAT, SAT, SBAC, district common assessments) in all four major content areas. SAT Writing scores were the lowest among the three content areas. The William Penn High School leadership team believes they need additional professional learning on writing strategies in all content areas with the intent to improve student success in writing. Their staff hopes that this will lead to increased content knowledge and improved ability to cite understanding through writing.

