

# Educational Technology Plan

Revised Fall 2023



## Contents

Educational Technology Plan Mission & Vision .....	2
Technology Goals .....	3
Technology Levy and Student Laptop Allocations .....	4
Technology Action Plan.....	5
Goal 1: Technology access .....	5
Goal 2: Technology for learning and career readiness .....	9
Goal 3: Personal safety & citizenship and critical thinking .....	14
Goal 4: Engagement & Innovation .....	16
Appendix .....	18
Additional Resources .....	18
Monitoring & Adjusting in Initial Implementation.....	19
Artificial Intelligence .....	21

# Educational Technology Plan Mission & Vision

***ISD Mission:** Our students will be prepared for and eager to accept the academic, occupational, personal and practical challenges of life in a dynamic global environment.*

***ISD Vision:** All students thrive as they engage in meaningful learning that unlocks their passion and potential to positively impact the world.*

***Role of the Digital Learning Experience:** To prepare students for life in a dynamic, global and technologically advanced environment, ISD will provide a learning experience where ALL students can access, engage with, create, and produce using technological tools to engage in meaningful learning experiences. ISD will support student agency and ownership over their learning and use technology to unlock their passions and potential to positively impact the world.*

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## Our Why

In the 21st Century, technology has become omnipresent. Today's students have grown up in an era characterized by exponential development in personal computing, apps, and devices. These advancements have revolutionized various aspects of society, including business practices, news gathering and dissemination, communication among individuals and groups, and access to information.

In 2010, when the graduating class of 2023 entered kindergarten the number of users on the Internet reached 2 billion, and during the last decade, it has more than doubled, reaching 5.3 billion users in 2022 making up approximately 66% of the global population. [Statista.com]. In the United States, the percentage of internet users is 92% making it one of the largest online markets worldwide.

Given the rapid pace of technological advancements and the transition from the information age to whatever lies ahead (be it the Innovation Age, Hybrid Age, or Experience Age), it is crucial for students to be prepared to adapt to, understand, and embrace evolving technologies. It is often stated that children possess a greater understanding of technology than adults. While students may feel more at ease with using technological products like computers, iPads, the internet, and apps; adults bring wisdom, knowledge, and a deeper understanding of how new technologies may impact society. Adults are better equipped to identify the pros and cons of emerging technologies.

As a school system, it is imperative to provide students the opportunity to gain knowledge and skills so they may learn to leverage current and emerging technologies throughout their lifetime in a safe and productive manner.

The ISD technology plan is centered on the **7 ISTE student standards** ([click here to learn more](#)).

1. **Empowered Learner:** Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
2. **Digital Citizen:** Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
3. **Knowledge Constructor:** Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
4. **Innovative Designer:** Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.
5. **Computational Thinker:** Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.
6. **Creative Communicator:** Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
7. **Global Collaborator:** Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

## Goals for the use of Educational Technology

*The goals for the use of Educational Technology are in support of our district Mission, Vision and Strategic Plan. These goals are in alignment with the Ends and Executive Limitations, ISD governance policies, established by the School Board that describe desired results for students and the expected means by which to accomplish them.*

### Goal 1: Technology access:

***ISD will ensure secure, reliable access to technology essential to learning. (EL-15.1,2,5)***

- 1.1** Distribution of ISD laptops with standard digital tools
- 1.2** Network Maintenance & Improvement
- 1.3** Maintenance of a Learning Management System (LMS) and Core Digital Tools

### Goal 2: Technology for learning and career readiness

***Educational programming will leverage current technology and provide opportunities for students to explore new technologies and technology related to career interests. (EL15.3,4 & Ends 2.9, Strategic Plan Priority 2)***

- 2.1** Establish classroom technology integration expectations for teachers across all educational settings.
- 2.2** Identify technology skill development progressions and expectations for digital learning experiences that promote the application of technology relevant to the grade level and field of study for all students in ISD courses.
- 2.3** Provide all teaching staff a professional development series centered on ISTE standards integrated with Universal Design for Learning
- 2.4** Offer courses and learning experiences in advanced technologies and technology-facing careers.

### Goal 3: Personal safety & citizenship and critical thinking

***Students will have the knowledge and skills to critically analyze uses of technology in a manner that protects themselves, avoids causing harm to others, and positively impacts their community and world. (Ends 3.5, 4.3)***

- 3.1** Establish K-12 scope and sequence of digital citizenship and well-being at all levels.
- 3.2** Communicate regularly with families to provide them with the information they need to help support their children in an online world.

### Goal 4: Engagement and Innovation

***Leadership will engage with strategic partners in the ongoing development and expansion of ISD programs that facilitate students in learning advanced and emerging technologies and applications. (Strategic Plan Priority 4)***

- 4.1** Establish a technology advisory committee.
- 4.2** Develop opportunities for teachers to explore emerging technology for classroom use and innovation.

## Technology Levy and Student Laptop Allocations

In 2022 Issaquah School District voters approved a capital levy which supported increasing funding for technology. Funding supported maintenance and improvements to our technology infrastructure, classroom presentation stations and distribution of student laptops at all levels. The success criteria for the allocation of technology included the following:

1. Predictable Availability. One barrier to the integration of technology had been the lack of predictable availability of laptops needed for effective integration into instruction.
2. Personal Access. In secondary schools, student schoolwork and learning often extends beyond the classroom. For the effective use of technology, all students need access to a school-ready laptop and applications outside the classroom.
3. Efficiency. Technology requires ongoing support to ensure reliability and access. The technology allocation should minimize disruption to learning time required to support technology.

At elementary school it was important to provide laptops in each classroom to ensure cross-district access was equitable and did not depend on individual school purchases. This distribution model recognizes that for younger students we want to limit screen time and emphasize the physical and social learning environment while still laying the foundation for technology skills and leveraging age-appropriate technology for learning. In the intermediate years (3<sup>rd</sup>-5<sup>th</sup> grade) students gradually increase technology skills and tools to ensure students are prepared for their next phase of life and learning.

- Transitional K and Kindergarten Classrooms receive a 3:1 student-to-computer ratio.
- First and Second-grade classrooms receive a 2:1 student-to-computer ratio
- Third through Fifth grade classrooms receive a 1:1 student-to-computer ratio.

Technology integration as defined in the OSPI Ed tech standards is achieved when:

- It is a seamless part of the learning process.
- The use of technology is routine and transparent
- Technology is accessible and readily available for the task at hand
- Technology tools support curricular goals and state standards
- It helps students reach their learning goals

In addition to classroom laptops, all schools have:

- One K-2 shared cart of 12 computers for use when K-2 teachers plan for a 1:1 environment. Schools with over 275 students in grades K-2 have an additional shared cart of 12 laptops.
- 12 library laptops available for use while students are in the library.
- Laptops for LRC 1, MLL, and Title/LAP to support K-2 students who may not be able to bring a laptop with them from their class. It is expected that students in grades 3-5 bring their laptop with them to specialists or academic support/enrichment when needed.

A key component of planning for this levy was the introduction of the ISD 1:1 technology plan, where, starting in 6<sup>th</sup> grade, students would be provided a district laptop.

This allocation was designed to meet the success criteria of the technology levy as follows:

1. Teachers may plan instruction around the daily availability of technology tools. The allocation ensures that each and every student has access to digital tools and digital learning experiences in each class, as well as at home for secondary students.
2. The allocation enables ISD teachers and IT staff to efficiently support students with their laptops and use of digital tools due to consistent tech specifications, software and access to operating systems and security.
3. This allocation ensures student laptops have the appropriate configuration including the following:
  - a. Standard productivity and accessibility tools & specialty software for courses
  - b. Screen monitoring and sharing
  - c. Secure browser and classroom management tools & safety filters

# Technology Action Plan

The ISD Educational Technology Plan is a living, working document designed to coordinate and direct resources toward continuous improvement of the use of and learning centered on technology.

## Goal 1: Technology access

*ISD will ensure secure, reliable access to the technology essential to learning.*

### Outcomes

- Students have regular access to hardware and digital tools that meet a district standard around which teachers can plan instruction.
- Students and staff have reliable network access.
- Students and families are provided a consistent and predictable user navigation of their learning management system (LMS; e.g. Canvas)

### Key indicators

1. Network and hardware reliability and access speeds are appropriate for digital learning experiences.
2. Student access and understanding accessibility, productivity and creativity tools.
3. Students and families effectively use LMS to monitor and manage student work.

### Strategies

- 1.1** Distribution of ISD laptops with standard digital tools
- 1.2** Network Maintenance & Improvement
- 1.3** Maintenance of a Learning Management System (LMS) and Core Digital Tools

### Strategy 1.1 Distribution of ISD laptops with standard digital tools

Actions	Evidence & Monitoring
<p><b>1:1 MS Pilot</b> (initiated fall 2021) Implement a 1:1 pilot using both available laptops and BYOD across all middle schools.</p>	<p><i>Status: Completed spring 2022</i> <b>Findings from survey of 1:1 teachers</b></p> <ul style="list-style-type: none"> <li>▸ 86% support continuing 1:1 with benefits of: can plan to leverage digital curriculum, increased and improved use of LMS for in-class and for student self-management.</li> <li>▸ 41% of teachers reported BYOD created difficulty in supporting students with in-class use (troubleshooting, missing key tools...)</li> <li>▸ Strong recommendation to select a secure browser and screen sharing tools for instruction and class management</li> </ul>
<p><b>Technology Levy Planning</b> Conduct a levy committee to recommend the next investment in technology spending</p>	<p><i>Status: Completed 2021-22</i> Levy approved by voters</p>
<p><b>District Laptop Distribution</b> Centralize the distribution of laptops to schools to match the new allocation plan for classrooms and students</p> <p><b>Elementary:</b> Stay in class</p> <ul style="list-style-type: none"> <li>▸ 1:3 Kindergarten</li> <li>▸ 1:2 1<sup>st</sup>-2<sup>nd</sup></li> <li>▸ 1:1 3<sup>rd</sup>-5<sup>th</sup></li> </ul> <p><b>Secondary:</b> 1:1 check out / take home</p>	<p><i>Status: Ongoing annually, starting fall 2022</i> <b>Monitoring actions</b></p> <ul style="list-style-type: none"> <li>▸ Teacher and student surveys</li> <li>▸ Student Technology Engagement Survey</li> <li>▸ Direct observations &amp; engagement with staff</li> </ul> <p><b>Actions taken during monitoring</b> (see <a href="#">appendix</a> for details)</p> <ol style="list-style-type: none"> <li>1. Enhanced allocation needs. At the elementary level, it was determined that intervention spaces and libraries needed additional allocation of laptops than initially planned. Elementary schools were allocated a check-out cart for K-2 teachers to be able to teach 1:1 as needed.</li> </ol>

Actions	Evidence & Monitoring
	<p>2. Supportive hardware. Actions were taken to ensure secondary students had access to charging laptops in classes and access to printers as needed.</p> <p>3. Expedited the replacement of one older model of laptop that had a higher failure rate.</p> <p>4. Independent study of network found the network was operating well. Suggestions for optimization were completed.</p> <p>5. Training for staff and students adjusted to encourage timely updates and reboots outside of instruction time to minimize disruption of required updates interrupting access in class.</p> <p>6. After consulting with school staff, shifted guidance at high schools as follows:</p> <ol style="list-style-type: none"> <li>a. Students allowed to bring a personal laptop in addition to their district laptop</li> <li>b. Teachers may require use of the district laptop daily or on an as-needed basis (ex: to access resources not available on personal devices)</li> </ol> <p>7. From family feedback, piloted <i>Securly Home</i>, software that allows guardians to monitor and limit internet usage at home on district laptops.</p>
<p><b>Core digital tools</b> Ensure all student ISD laptops include core digital tools.</p> <p>Annual fall reminders during teacher tech training, including:</p> <ul style="list-style-type: none"> <li>♦ Weekly restart / updates outside of class</li> <li>♦ Use of Dyknow and core instructional / accessibility tools</li> </ul> <p>Message regarding use of personal laptops</p>	<p>Secondary laptops are re-imaged each summer to ensure core digital tools are updated.</p> <p>Year 1 training focused on use of core digital tools and instructional strategies to leverage tools.</p> <p>Continued training will incorporated use of core digital tools, including use of <i>DyKnow</i> and <i>Canvas</i> for management of teaching and learning.</p>

## Strategy 1.2 Network Maintenance & Improvement

Actions	Evidence & Monitoring
<p><b>2022-23</b></p> <p><b>Increase performance capacity of district wireless network for 1:1 implementation</b></p> <ul style="list-style-type: none"> <li>▸ Replaced hardware running virtual authentication servers enabling quicker processing of logon requests at peak times</li> <li>▸ Increased the number of wireless authentication servers eliminating bottlenecks</li> </ul>	<p><b>Monitoring</b></p> <ul style="list-style-type: none"> <li>▸ Commissioned independent 3<sup>rd</sup> party wireless network audit</li> <li>▸ <a href="https://stats.wa-k20.net/k20cgp/kk20/index-k12">https://stats.wa-k20.net/k20cgp/kk20/index-k12</a></li> </ul> <p><b>Findings</b></p> <p>Network Audit noted:</p> <ul style="list-style-type: none"> <li>▸ Server and System capacities are appropriate for the network size; no access points are overloaded during peak hours; authentication requests are timely; redundancy is properly configured with good load distribution. No recommendations for replacing/upgrading.</li> <li>▸ Some performance tuning actions recommended to increase client performance in congested areas – implemented as follows: <ul style="list-style-type: none"> <li>◆ Change 5Ghz to 40Mhz max in RF Management</li> <li>◆ Disable 80Mhz on radio profiles and high-throughput SSID profiles</li> <li>◆ Disable WPA-TKIP on isd-secured</li> <li>◆ Enable DFS channels and DFS interference avoidance</li> </ul> </li> </ul>
<p><b>2023-24</b></p> <ul style="list-style-type: none"> <li>▸ <b>Replace older access point</b> model going “end of support” with new model 500/600 series supporting Wi-Fi 6 protocol.</li> <li>▸ <b>Maintenance performance monitoring</b></li> <li>▸ <b>Bandwidth upgrade</b> scheduled for fall 2023 (from 5 GB/S to 10GB/S with circuit capability up to 20 GB/S)</li> </ul>	<p><b>Monitoring</b></p> <ul style="list-style-type: none"> <li>▸ Review Network Dashboard Access Point Detail verifying no unsupported units remain.</li> <li>▸ Review the PRTG console for performance thresholds</li> </ul>
<p><b>2024-25</b></p> <ul style="list-style-type: none"> <li>▸ <b>Review network hardware for replacement/upgrades</b></li> <li>▸ <b>Maintenance performance monitoring</b></li> </ul>	<p><b>Monitoring</b></p> <ul style="list-style-type: none"> <li>▸ Review inventory age, manufacturer EOL, capacities</li> <li>▸ Review the PRTG console for performance thresholds</li> </ul>



**Strategy 1.3 Maintenance of a Learning Management System (LMS) and Core Digital Tools**

Actions	Evidence & Monitoring
<p><b>Background</b></p> <p>Canvas LMS was adopted for the fall of 2020 and implementation was accelerated in order to facilitate remote and hybrid learning. During the 2020-21 through 2022-23 school year IT and Ed Tech staff continued regular systems integration meetings and systems administration trainings with Canvas to streamline integration between Canvas and other ISD digital tools. Each year staff are provided with a <a href="#">Canvas Checklist for teachers</a> indicating expected uses of the learning management system. The collective bargaining agreement in 2022 updated the requirements for use of district-approved Learning Management System.</p>	
<p><b>2022-23</b></p> <p>Was the second year of using Canvas as the source for students and families to access assignment feedback, scores and grading. Actions taken to strengthen implementation included:</p> <ul style="list-style-type: none"> <li>▸ Revisions and updates to ISD Canvas administrators guide</li> <li>▸ Use of course templates specific to each school, updated to standardize organization features</li> <li>▸ Continued use / update of Canvas checklist for teachers (use expectations and check for standard use of organizational features)</li> <li>▸ Exploring MS365 authentication to streamline additional access points for students</li> </ul>	<p><b>Evidence</b></p> <ul style="list-style-type: none"> <li>▸ <a href="#">Student technology engagement survey</a> (December 2022)</li> <li>▸ <a href="#">Family technology engagement survey</a> (December 2022)</li> <li>▸ <a href="#">Teacher (Grades 6-12) Technology Engagement Survey</a> (November 2022)</li> </ul> <p><b>Findings</b></p> <p>Students...</p> <ul style="list-style-type: none"> <li>▸ feel confident in their use of Canvas and believe their teachers use it effectively.</li> <li>▸ laptops give them more choice in their schoolwork (86%)</li> </ul> <p>Families...</p> <ul style="list-style-type: none"> <li>▸ are able to connect to their Canvas Observer/Parent account (93.55%)</li> <li>▸ feel Canvas has improved their access to information to support their child(ren) in their classes (92%)</li> <li>▸ feel more consistency in the use of Canvas among teachers would help families and students access course information more readily.</li> </ul> <p>Teachers...</p> <ul style="list-style-type: none"> <li>▸ feel Canvas helps them organize materials and learning for students (92%)</li> <li>▸ feel Canvas helps students manage their classwork (86%)</li> </ul> <p><b>Actions taken</b></p> <ul style="list-style-type: none"> <li>▸ Incorporated Family and Student feedback into Spring professional development for teachers.</li> <li>▸ Update the <a href="#">Canvas Course Checklist for Teachers</a> to include use of the Canvas syllabus tool for course description and grading information. This will ensure the syllabus information can be found in the Course Navigation for each course.</li> </ul>
<p><b>2023-24</b></p> <ul style="list-style-type: none"> <li>▸ Reinforce &amp; update <i>Canvas Checklist</i> with guidance for navigation, use of syllabus feature</li> <li>▸ Updating course templates</li> <li>▸ Setting default grading scheme; teachers may adjust</li> <li>▸ Restructuring course names to facilitate admin reporting functions</li> <li>▸ Canvas technical certification for Ed Tech staff</li> <li>▸ Exploring MS365 authentication</li> <li>▸ Preparing for Canvas / Qmlativ integration</li> </ul>	<p><b>Monitoring</b></p> <ul style="list-style-type: none"> <li>▸ Update and administer the student technology engagement survey</li> <li>▸ Update and administer the family technology engagement survey</li> <li>▸ Update and administer the teacher technology engagement survey</li> </ul>



## Goal 2: Technology for learning and career readiness

Educational programming will leverage current technology and provide opportunities for students to explore new technology and technologies related to career interests.

### Outcomes

- Students engage in common digital learning experiences appropriate to each course
- Students have opportunities to engage with advanced and emerging technology tools
- Students achieve grade level technology skills and apply those skills when encountering emerging technology.
- Students demonstrate skill in selecting the best tools for a given task and use the tools appropriately and effectively

### Key indicators

1. Teacher reporting on completion of common learning experiences in the Scope & Sequence.
2. Student interest and enrollment in advanced technology and technology-facing courses.
3. High rates of confidence in technology access and use on student surveys.
4. Teachers report students ease use of technology in coursework. (types of support needs)

### Strategies

- 2.1** Establish classroom technology integration expectations for teachers across all educational settings.
- 2.2** Identify technology skill development progressions and expectations for digital learning experiences that promote the application of technology relevant to the grade level and field of study for all students in ISD courses.
- 2.3** Provide all teaching staff a professional development series centered on ISTE standards integrated with Universal Design for Learning
- 2.4** Offer courses and learning experiences in advanced technologies and technology-facing careers.

**Strategy 2.1** Establish classroom technology integration expectations for teachers across all educational settings.

Actions	Evidence & Monitoring
<p><b>Background</b> The use of instructional technology in ISD classrooms has been an expectation written into the IEA/ISD collective bargaining agreement (CBA) for several years; however, it was reliant on having both the equipment and the training. The 2022 CBA coupled with the 2023-26 Technology Levy provides teachers with both the equipment and the training thus removing barriers for teachers to consistently integrate technology into their teaching.</p>	
<p><b>2022-23</b> Define ISD tech integration and draft <a href="#">technology integration expectations</a> for classroom teachers</p>	<p><b>Monitoring</b></p> <ul style="list-style-type: none"> <li>▸ <a href="#">Teacher (Grades 6-12) Technology Engagement Survey</a> (November 2022)</li> <li>▸ <a href="#">Middle School Student Tech Survey</a> (Spring 2022 &amp; Spring 2023)</li> </ul> <p><b>Findings</b></p> <p>Teachers...</p> <ul style="list-style-type: none"> <li>▸ feel they were finding more opportunities to integrate technology into their teaching (80%)</li> <li>▸ feel students have the tools they need while learning and can use them for classwork as appropriate (82%)</li> <li>▸ feel students benefit from having a school-issued laptop in their class (87%)</li> </ul> <p>Planned actions for 23/24</p> <p>Share technology integration expectations with teachers and use them as a tool for teachers to self-evaluate where they are and a pathway to advance their integration of technology.</p> <p>Consider how to effectively measure technology integration.</p>
<p><b>2023-24</b></p>	

Actions	Evidence & Monitoring
<p>Incorporate tech integration expectations in trainings with teachers and collect feedback to clarify and refine expectations.</p> <p>During trainings, teachers use the expectations to reflect and set growth goals for technology integration.</p>	
<p><b>2024-25</b></p> <p>Full implementation of expectations to guide classroom practices.</p>	

**Strategy 2.2** Identify technology skill development progressions and expectations for digital learning experiences that promote the application of technology relevant to the grade level and field of study for all students in ISD courses.

Actions	Evidence & Monitoring
<p><b>Background</b></p> <p>K-5 tech skills matrix has been in use and refined. ISD has eliminated the MS requirement for course <i>Tech Smart</i> in recognition that tech skills and knowledge are developed in many content areas, CTE and elective courses through active use. Each course has a Scope and Sequence that includes the progression of content, essential learnings and common learning experiences. Technology is integrated in the Scope and Sequence as appropriate to the course.</p>	
<p><b>Integrating K-5 skill matrix:</b></p> <ul style="list-style-type: none"> <li>♦ Technology training</li> <li>♦ Annual distribution to staff</li> </ul>	<p><b>Monitoring</b></p> <ul style="list-style-type: none"> <li>▸ <a href="#">Elementary teacher survey, May 2023</a></li> <li>▸ <a href="#">Middle school student Speak Up survey, May 2023</a></li> </ul> <p><b>Findings</b></p> <p>Elementary</p> <ul style="list-style-type: none"> <li>▸ when considering student ability appropriate for their grade level, teachers felt: <ul style="list-style-type: none"> <li>♦ 62% of students were proficient in basic tech skills</li> <li>♦ 47% of students were proficient in their use of Internet Skills</li> <li>♦ 17% of students were proficient in their digital citizenship skills</li> <li>♦ Some primary grade level teachers report having difficulty using laptops in a less than 1:1 environment</li> </ul> </li> </ul> <p>Middle School</p> <ul style="list-style-type: none"> <li>▸ 79% of middle school students feel the ability to learn a new skill on their own is an important life skill.</li> <li>▸ When students were asked to select the ways in which they have developed proficient technology skills, <ul style="list-style-type: none"> <li>♦ 49% indicate they learned from different teachers,</li> <li>♦ 22% took a technology specific class in school,</li> <li>♦ 46% learned from a family member,</li> <li>♦ 71% learned on their own,</li> <li>♦ 4% indicated they were not proficient with technology</li> </ul> </li> </ul>
<p><b>Tech integration in grade level and course scope and sequences:</b></p>	<p>Secondary</p> <ul style="list-style-type: none"> <li>▸ Scope and sequence for courses needs to be updated to include common digital learning experiences by content area.</li> </ul>

Actions	Evidence & Monitoring
<p>Continue review and revision of scope and sequences to include digital experience into the <i>Common (Digital) Learning Experiences</i> and <i>Essential Learnings</i></p>	<p>Actions</p> <ul style="list-style-type: none"> <li>▸ During the adoption process review scope and sequence and identify natural alignments with technology tools and content specific learning outcomes.</li> </ul>
<p><b>Course / program revisions or adoptions</b> that involved aligned use of technology included the following:</p> <p><b>2022-23</b></p> <ul style="list-style-type: none"> <li>▸ Multi-Tiered Support Systems (MTSS) that leverage use of technology for adaptive assessments, personalized learning, and extended learning opportunities.</li> <li>▸ Selection of instructional materials that leverage technology to vary the representation of concepts and knowledge. This included course work in middle school math and ELA, secondary health, digital citizenship.</li> </ul> <p><b>2023-24</b></p> <ul style="list-style-type: none"> <li>▸ Continued implementation of 2022-23 course and program revisions.</li> <li>▸ Additional adoptions in elementary ELA, secondary social studies and math will determine future digital learning experiences.</li> </ul>	<p>MTSS digital assessments provides data for ISD leadership to guide data-based decision making.</p> <p>Monthly department lead meetings include monitoring and recommending adjustments to Scope and Sequence, due to feedback from teaching staff.</p>

**Strategy 2.3** Provide all teaching staff a professional development series centered on ISTE standards integrated with Universal Design for Learning.

Actions	Evidence & Monitoring								
<p><b>2021-22</b></p> <p><b>PD Planning during Tech Levy proposal</b> Develop a PD plan to support integration of technology and technology priorities articulated in the technology levy.</p> <p><b>Collective Bargaining</b> During collective bargaining with IEA articulate the conditions for Professional Development and Implementation of the tech levy plan.</p> <p><b>Staffing Plan</b> Instructional Tech TOSAs. 1:3 Staff-school ratio to provide instructional support, on-site coaching and consultation, and planning for professional development  Ed Tech Leads (secondary only). .4 release time for one teacher to serve as the Ed Tech Lead for their school to deliver the professional development, assisted the TOSAs in planning of PD and supported teachers in a variety of ways including Canvas/Skyward support, modeling lessons, consulting on lesson design and using tools with students.</p>	<p><b>Background</b> The Collective Bargaining Agreement (CBA) with the Issaquah Education Association (IEA) was ratified in August 2022. It established conditions for professional development and the expectation that teachers implement the integration of technology.  The PD Plan was modified from that presented during the levy development to align to the IEA CBA as follows:</p> <table border="1" data-bbox="716 506 1466 909"> <thead> <tr> <th data-bbox="716 506 1073 548">As Presented</th> <th data-bbox="1073 506 1466 548">As Modified</th> </tr> </thead> <tbody> <tr> <td data-bbox="716 548 1073 615">Additional PD Day for 2 years</td> <td data-bbox="1073 548 1466 615">Added a responsibility contract for 2 years</td> </tr> <tr> <td data-bbox="716 615 1073 716">Tech PD outside the LID, Non-Student Days, and staff meetings</td> <td data-bbox="1073 615 1466 716">Tech PD presentation must take place during scheduled meeting times</td> </tr> <tr> <td data-bbox="716 716 1073 909">Tech PD designed with learning, collaboration &amp; application in <i>Professional Learning Community</i> format</td> <td data-bbox="1073 716 1466 909">Collaboration and application portion of PD shifted to the responsibility contract, choice of teacher whether to complete in a <i>Professional Learning Community</i> format</td> </tr> </tbody> </table> <p><b>Staffing Plan monitoring and adjustment: 2023</b>  Decision for the 2023-24 school year to reduce the Ed Tech Leads position to .2 release. Leads will provide the local support described while not providing the structured PD. Based on feedback, the TOSAs who design the PD will deliver the PD series for all schools.  Elementary TOSA reduction of 1.0 FTE for fall 2023. The coaching/consultation model, on school sites, will be maintained to the extent possible.</p>	As Presented	As Modified	Additional PD Day for 2 years	Added a responsibility contract for 2 years	Tech PD outside the LID, Non-Student Days, and staff meetings	Tech PD presentation must take place during scheduled meeting times	Tech PD designed with learning, collaboration & application in <i>Professional Learning Community</i> format	Collaboration and application portion of PD shifted to the responsibility contract, choice of teacher whether to complete in a <i>Professional Learning Community</i> format
As Presented	As Modified								
Additional PD Day for 2 years	Added a responsibility contract for 2 years								
Tech PD outside the LID, Non-Student Days, and staff meetings	Tech PD presentation must take place during scheduled meeting times								
Tech PD designed with learning, collaboration & application in <i>Professional Learning Community</i> format	Collaboration and application portion of PD shifted to the responsibility contract, choice of teacher whether to complete in a <i>Professional Learning Community</i> format								
<p><b>2022-23 Elementary</b></p> <ul style="list-style-type: none"> <li>▸ Five 30-minute Ed Tech TOSA-led sessions during staff meetings with collaboration and application time expected through the responsibility contract</li> <li>▸ Instructional Tech Specialists provided job-embedded support, coaching and consultation, on-site, at each school 1 day per week.</li> <li>▸ Additional support provided remotely throughout the week</li> </ul>	<p><b>Monitoring</b></p> <ul style="list-style-type: none"> <li>▸ Teacher survey data (August and May, subsequent years will be annual)</li> <li>▸ Exit ticket feedback – utilized by Instructional Technology Specialists (TOSAs) to monitor and adjust professional development throughout the year</li> </ul> <p><b>Findings</b></p> <ul style="list-style-type: none"> <li>▸ Teachers feel they understand the vision of the Digital Learning Experience and their practice evolved because of it (91%)</li> </ul>								
<p><b>2022-23 Secondary</b></p> <ul style="list-style-type: none"> <li>▸ Eight 30-minute sessions* during staff meetings with collaboration and application time expected through the responsibility contract. *Designed by Instructional Tech TOSAs; led by school-based Ed Tech Leads.</li> </ul>	<p><b>Monitoring</b></p> <ul style="list-style-type: none"> <li>▸ Teacher Survey data (November and May, subsequent years will be annual)</li> <li>▸ Observation</li> <li>▸ Exit ticket feedback.</li> </ul>								

Actions	Evidence & Monitoring
<ul style="list-style-type: none"> <li>▸ Instructional Tech Specialists provided job-embedded support, coaching and consultation, on-site, at each school 1 day per week.</li> <li>◆ This ratio gives time for the TOSA to be in each of their schools one day per week and two days to collaborate, develop, and support from admin.</li> </ul>	<p>Key data points / Findings</p> <p>Fall – Secondary</p> <p>80% of secondary teachers indicated they found more opportunities to integrate technology into their teaching.</p> <p>Question: how can we monitor how much tech integration is happening vs appropriate for the class?</p>
<p><b>2023-24</b></p> <p><b>Elementary</b></p> <ul style="list-style-type: none"> <li>◆ One 90-minute and three 60-minute sessions during staff meeting with collaboration and application time expected through the responsibility contract</li> <li>◆ Continuing the site-based coaching / consultation model</li> </ul> <p><b>Secondary</b></p> <ul style="list-style-type: none"> <li>▸ <b>HS:</b> three 90-minute sessions during LID and non-student days. Optional fourth session during a Spring staff meeting.</li> <li>▸ <b>MS:</b> one 90-minute (August) and four 75-minute sessions during staff meetings or non-student days</li> <li>▸ Continuing the site-based coaching / consultation model</li> </ul>	<p><b>Monitoring</b></p> <ul style="list-style-type: none"> <li>▸ Exit tickets to monitor and adjust throughout the year</li> <li>▸ Teacher technology engagement survey – Spring 2024</li> </ul>
<p><b>2024-25</b></p> <ul style="list-style-type: none"> <li>▸ The additional PD responsibility contract sunsets at the end of the 23/24 school year. Optional compensated PD will continue to be provided.</li> <li>▸ New hire technology onboarding will continue</li> </ul>	<p><b>Monitoring</b></p>

**Strategy 2.4** Offer courses and learning experiences in advanced technologies and technology-facing careers.

Actions	Evidence & Monitoring
<p><b>2022-23</b></p> <ul style="list-style-type: none"> <li>▸ Review technology related course offerings by school</li> <li>▸ Strategic planning process                             <ul style="list-style-type: none"> <li>◆ Engaged community &amp; staff</li> <li>◆ Established a priority area to develop “create and communicate unique pathways aligned to post-high school goals”</li> </ul> </li> </ul>	<p><b>Monitoring</b></p> <ul style="list-style-type: none"> <li>▸ <u>Executive Limitation 15, Spring 2023</u></li> <li>▸ Strategic plan process</li> </ul> <p><b>Findings</b></p> <ul style="list-style-type: none"> <li>▸ Technology middle school course offerings vary by school</li> <li>▸ Priority to evaluate and develop pathways</li> </ul> <p><b>Actions</b></p> <ul style="list-style-type: none"> <li>▸ Strategy team to be formed to develop a system for monitoring student interests and future-forward opportunities, then to form new pathways and courses. This strategy will be managed by our Director of CTE.</li> </ul>
<p><b>2023-24</b></p> <ul style="list-style-type: none"> <li>▸ Formation of the pathways strategy team.</li> <li>▸ Development of systems (including re-envisioning the High School &amp; Beyond Plan procedures)</li> <li>▸ Articulation of courses and programs that support career options</li> <li>▸ Engagement with strategic partners to identify future-forward opportunities, including those related to advanced tech careers</li> <li>▸ Planning for revision, enhancement, or addition of courses that support tech-facing careers</li> </ul>	<p><b>Monitoring</b></p> <ul style="list-style-type: none"> <li>▸</li> </ul>
<p><b>2024-25</b></p> <ul style="list-style-type: none"> <li>▸ Initial implementation focusing on currently provided courses and annual CTE program revisions and updates</li> <li>▸ New courses for 2025 added to course catalog</li> </ul>	<p><b>Monitoring</b></p> <ul style="list-style-type: none"> <li>▸ Additional actions anticipated as an outcome of 2023-24 engagement with strategic partners.</li> </ul>
<p><b>2025-26</b></p> <ul style="list-style-type: none"> <li>▸ Implementation including revised, enhanced or new courses</li> </ul>	<p><b>Monitoring</b></p> <ul style="list-style-type: none"> <li>▸</li> </ul>

**Goal 3: Personal safety & citizenship and critical thinking**

*Students will have the knowledge and skills to critically analyze uses of technology in a manner that protects themselves, avoids causing harm to others, and positively impacts their community and world.*

**Outcomes** (Based on the [ISTE Digital Citizenship Initiative](#))

- **Balanced:** Students participate in a healthy variety of online activities and know how to prioritize their time between virtual and physical activities.
- **Informed:** Students evaluate the accuracy, perspective and validity of digital media, and have developed critical skills for curating information from digital sources.
- **Inclusive:** Students are open to hearing and recognizing multiple viewpoints, and engaging with others online with respect and empathy.
- **Engaged:** Students use technology and digital channels to solve problems and be a force for good in their families and communities.
- **Alert:** Students are aware of their digital actions and know how to be safe and create safe spaces for others online.

**Key indicators**

- Students report they have the skills and knowledge to protect themselves from &/or to respond to threats encountered in the digital environment.
- Students report they have the skills and knowledge to use technology appropriately to enhance learning, engage in positive and productive behaviors in the digital environment, and to identify invalid or inappropriate digital resources.

**Strategies**

- 3.1** Establish K-12 scope and sequence of digital citizenship and well-being at all levels.
- 3.2** Communicate regularly with families to provide them with the information they need to help support their children in an online world.

**Strategy 3.1** Establish K-12 scope and sequence of digital citizenship and well-being at all levels

Actions	Evidence & Monitoring
<p><b>Background</b>            Digital citizenship and well-being have long been a concern of our district leadership, community, and school staff members. Digital citizenship and well-being are not a stand-alone subject area but include knowledge and skills gained through all aspects of a student’s school experience and social life.</p> <ul style="list-style-type: none"> <li>• The elementary library scope and sequence was updated in 2019 to include digital citizenship standards</li> <li>• The middle school Health adoption in 2021 included lessons on relationships, social emotional health, and stress. Within each of these areas, connections are made for both online and real-life.</li> <li>• The Second Step SEL lessons also include teaching skills that are applicable to both online and in-person interactions (2018)</li> </ul>	
<p>Schools annually review Responsible Use Agreement (RUA) with students. The RUA is reviewed and updated annually by ISD staff.</p>	<p>Monitored during EL-15 through use of discipline data.             Gaggle is used for ongoing monitoring student behaviors within Office 365.</p>
<p><b>2022-23</b></p> <ul style="list-style-type: none"> <li>▸ Select a middle school digital citizenship curriculum for Homeroom classes</li> <li>▸ Launch Digital Citizenship lessons at High Schools (3 lessons will be delivered each year during Flextime)</li> </ul>	<p><b>Monitoring</b></p> <ul style="list-style-type: none"> <li>▸ <a href="#">Middle School Student Tech Survey</a> (Spring 2022 &amp; Spring 2023)</li> <li>▸ <a href="#">Middle School Speak Up Survey</a> (Spring 2023)</li> </ul> <p><b>Findings</b></p> <ul style="list-style-type: none"> <li>▸ 70% of students agreed (7% disagreed) that they are taught responsible, safe, legal and ethical ways to be an active member in a digital world.</li> <li>▸ 82% report being prepared (3% report unprepared) when encountering negative or harmful comments on social media.</li> <li>▸ 66% felt they make responsible, positive choices as digital citizens.</li> </ul>
<p><b>2023-24</b></p> <ul style="list-style-type: none"> <li>▸ Launch middle school #Win@Social digital citizenship curriculum</li> <li>▸ Develop partnership between Ed Tech Leads and teacher-librarians</li> <li>▸ RUA updated to include language around Artificial Intelligence</li> <li>▸ Social Emotional Learning (SEL) incorporated in all High School classes – though not required to address digital citizenship, SEL at the secondary level frequently integrates virtual and in-real-life environments.</li> </ul>	<p>Continued monitoring through surveys including survey questions for High School students</p>



**Strategy 3.2** Communicate regularly with families to provide them with the information they need to help support their children in an online world.

Actions	Evidence & Monitoring
<p><a href="#">ISD Digital Resources</a>, <i>Ongoing</i></p> <p>ISD has maintained a web-site dedicated to providing students and families information about our digital resources including:</p> <ul style="list-style-type: none"> <li>▸ Educational Technology Announcements <a href="#">Example</a></li> <li>▸ Descriptions of technology tools for students</li> <li>▸ Video tutorials and user guides <a href="#">Canvas example here</a></li> </ul>	<ul style="list-style-type: none"> <li>▸ Schools &amp; district staff have continued to host <i>Canvas Family Nights</i> at schools &amp; Zoom and shared the ISD digital tutorials and user guides with families.</li> </ul>
<p><b>Develop a communication plan</b> to provide families with important information and strategies to help them help their children navigate online environments.</p>	
<p><b>Securly Home</b></p> <p>Securly Home is a program that allows guardians to monitor and limit internet access on ISD laptops while at home</p> <p><b>Spring 2023:</b> Pilot at IMS</p> <p><b>Fall 2023:</b> Initial district-wide Implementation</p>	<ul style="list-style-type: none"> <li>▸</li> </ul>

#### Goal 4: Engagement & Innovation

Leadership will engage with strategic partners in the ongoing development and expansion of ISD programs that engage students in learning advanced and emerging technologies and technology applications.

##### **Outcomes**

- Develop systems and procedures that ensure ongoing monitoring of industry standards and technology innovations that can impact how our educational systems prepare students for life beyond high school.
- Expand the range and types of offerings available to ISD students interested in advanced or emerging technologies.

##### **Key indicators**

- Students and families clearly understand and have access to course and pathways that support tech-facing careers.
- Students report confidence in their ability to learn and adapt to new technologies.

##### **Strategies**

- 4.1** Establish a technology advisory committee.
- 4.2** Develop opportunities for teachers to explore emerging technology for classroom use and innovation.

**Strategy 4.1** Establish a technology advisory committee

Actions	Evidence & Monitoring
<p><b>2023-24</b></p> <p>Form a technology advisory committee that includes:</p> <ul style="list-style-type: none"> <li>♦ Educators</li> <li>♦ Students &amp; Parents</li> <li>♦ Business / Industry Partners</li> <li>♦ Educational Partners</li> <li>♦ Tech Industry Leaders</li> </ul> <p>This committee may work in conjunction with existing committees such as our CTE Advisory. The role of the committee will include:</p> <ul style="list-style-type: none"> <li>♦ Inform revisions to the ISD Educational Technology Plan</li> <li>♦ Develop next steps for key areas of the ISD Educational Technology Plan</li> <li>♦ Explore and make recommendations about strategic partnerships and/or areas in which to focus and invest in emerging or advanced technology within our schools</li> </ul>	<p><b>Monitoring</b></p> <ul style="list-style-type: none"> <li>▸</li> </ul>

**Strategy 4.2** Develop opportunities for teachers to explore emerging technology for classroom use and innovation

Actions	Evidence & Monitoring
<p><b>2022-23</b></p> <ul style="list-style-type: none"> <li>▸ Tech training series provided opportunities for teachers with more advanced skills to focus learning on their next steps.</li> <li>▸ Artificial Intelligence (AI) Playground – provided teachers opportunities to explore currently available AI tools</li> <li>▸ AI for Humanities workgroup began development of an asynchronous course to learn about the opportunities and challenges for the use of AI in Humanity courses</li> </ul>	<p><b>Monitoring</b></p> <ul style="list-style-type: none"> <li>▸ Teacher listening sessions and exit tickets – indicated interest in experiential learning and time to collaborate for practical application</li> <li>▸ Enrollment in optional professional learning opportunities</li> </ul>
<p><b>Next Steps</b></p> <ul style="list-style-type: none"> <li>▸ Release of <i>AI for the Humanities</i> course</li> <li>▸ Continued differentiation withing the tech training series.</li> <li>▸ Increase opportunities for groups of teacher leaders in technology to collaboratively explore emerging educational technology and provide input into practical uses in the classroom.</li> </ul>	<p><b>Monitoring</b></p> <ul style="list-style-type: none"> <li>▸</li> </ul>

# Appendix

## Additional Resources

[ISD Canvas Checklist for Teachers](#) - outlines the expectations for teachers' Canvas courses

[Tech Integration Expectations for Teachers](#) - DRAFT

[K-5 Skills Matrix](#)

[ISD Digital Tools](#)

ISD Ends and Executive Limitation

[Ends 2.9 Academics and Foundations](#): Monitoring Report 2021-22 School Year

[Ends 4.3 Life Management and Personal Awareness](#): Monitoring Report 2021-22 School Year

[Ends 3.5 Civic Engagement](#): Monitoring Report 2021-22 School Year

[Executive Limitations 14.3](#): Monitoring Report 2021-22 School Year

[Executive Limitations 15](#): Monitoring Report 2021-22 School Year

## Monitoring & Adjusting in Initial Implementation

Issue Raised	Findings & Actions	Recommendations for continued monitoring
<b>K-2 teachers did not have access to 1:1</b>	Added at least one K-2 cart to each elementary school.	Continued listening to feedback, providing training on small group tech usage.
<b>Reduced tech access in elementary libraries</b>	Added 12 student laptops to each elementary library	None
<b>Reduced tech access in K-2 intervention / support classes</b>	Added laptop allocation to intervention and support classes	None
<b>High school: changed the need for access to printers</b>	Identified USB printer for students to use for printing needs	School tech teams will monitor for printing needs
<b>Reports of long boot-up times</b>	<p>Found that when students were not restarting laptops it prevented updates.</p> <p>Teacher and student training was provided to encourage students to restart laptops on a regular basis. This eliminated long boot-up times on all laptops (≤20s wake-up, &lt;1 min. restart)</p>	Continue educating students on need for restarting.
<b>Students access to charging</b>	Provide power strips and additional charging cables to schools / classrooms	IT staff at school will continue to monitor
<b>Parents raised issues with inability to monitor internet usage at home</b>	Piloted <i>Securly Home</i> at IMS in April. This tool allows parents to see student usage, can apply time limits on internet access at home.	Expand usage and communicate with families about this capability.
<b>Student reports on intermittent wi-fi failure</b>  <b>Student reports of internet speed issues</b>	<p>Commissioned independent wireless network audit. Found that the wireless network was robust and well performing. Minor performance tuning was completed to optimize the network.</p> <p>Monitoring software indicated 97% Uptime, inclusive of scheduled downtime for maintenance</p> <p>Found that complaints of internet issues were actually related to other user or hardware issues.</p>	Continue: <ul style="list-style-type: none"> <li>▸ <a href="#">K20 Internet Monitoring Graph</a></li> <li>▸ PRTG internal network monitoring</li> <li>▸ Bandwidth upgrade scheduled for fall 2023 (from 5 GB/S to 10GB/S with circuit capability up to 20 GB/S)</li> </ul>
<b>Student reports on laptop reliability</b>	One model of laptop appeared to be the source of most reliability issues. This model was aging out, so IT staff expedited replacement.	IT staff keep ongoing records of tech support for student laptops. Records are used to identify patterns of tech support needs and respond accordingly.
<b>Student reports that laptops could not consistently access educational applications.</b>	Found this to be an issue with student's private laptops or a district laptop that needed an update / reboot or a user issue.	Engage with broad groups of students to gather student feedback on laptop usage.
<b>Students wanted to use a familiar laptop</b>	After consulting with school staff, shifted guidance at high schools as follows: <ul style="list-style-type: none"> <li>• Students allowed to bring a personal laptop in addition to their district laptop</li> </ul>	

Issue Raised	Findings & Actions	Recommendations for continued monitoring
	<ul style="list-style-type: none"><li data-bbox="487 170 958 302">• Teachers may require use of the district laptop daily or on an as-needed basis (ex: to access resources not available on personal devices)</li></ul>	

## Artificial Intelligence

### **Based on our current understanding, what is our approach to exploring the uses and impact of Artificial Intelligence on teaching and learning? *Draft Response: Fall 2024***

Artificial Intelligence (AI) is an emerging advanced technology, growing in prominence in the digital experience. AI should be leveraged in a safe and intentional manner in support of the ISD Mission and Vision.

As with any new technology, students should use the technology with academic integrity, and in accordance to the ISD responsible use guide and any applicable legal restrictions (ex: many chatbots have age restrictions, parental permission requirements)

ISD will continue to closely follow the development of AI, educational applications and the availability of classroom-ready AI enabled tools. The following understandings are guiding our current approach toward use of AI.

- AI will have a profound impact on how people interact with technology in all dimensions of life, including learning, employment and civic engagement.
- The pace of development of AI and AI-enabled applications is resulting in rapidly changing user experiences and practical applications.
- The safe, ethical and effective use of AI requires the development of new skills, knowledge and mindsets.
- It is incumbent on public education to ensure equitable knowledge, access and use of AI and AI-enabled tools.

### **Considerations as AI-enabled educational applications develop:**

ISD Tech Leaders	Education Leaders	Teachers	Students and Families
<ul style="list-style-type: none"> <li>• <b>Monitor</b> the development of AI enabled tools and applications that may benefit learning, teaching and the school environment.</li> <li>• <b>Evaluate</b> when and how AI enabled tools and application can be safely and effectively deployed in the school environment (school ready)</li> <li>• <b>Promote</b> understanding of AI and how students, teachers and leaders can and should use AI</li> <li>• <b>Develop</b> guidelines for the safe, ethical and effective application of AI for learning</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Stay current</b> in the development of AI-enabled educational opportunities and risks <i>As AI applications are used in classrooms...</i></li> <li>• <b>Support</b> understanding of ethics, safety and healthy boundaries related to AI</li> <li>• <b>Educate &amp; engage</b> our school communities (staff, students and families) to provide guidance on the safe integration AI-enabled educational opportunities</li> <li>• <b>Promote</b> equitable and inclusive classroom applications of AI for all learning environments as appropriate</li> <li>• <b>Develop</b> educational programs to explore career opportunities and implications related to AI, including advanced high school technology courses</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Learn</b> about AI-enabled or related educational tools, instructional practices, and applications <i>If or when using AI with students...</i></li> <li>• <b>Guide</b> students to use AI in a manner that, enhances learning, depth of knowledge, and critical thinking; preserves academic integrity, develops technology and productivity skills, promotes creativity and innovation</li> <li>• <b>Use</b> AI in conjunction with existing accessibility tools to promote inclusion and apply universal design for learning principles to engage students, represent ideas and content, and provide opportunities for students to express learning.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Follow each teacher’s guidelines</b> for the use of AI when using AI with coursework</li> <li>• <b>Use AI to enhance</b>, not supplant, student learning and student voice</li> <li>• <b>Cite uses of AI</b> to preserve academic integrity</li> <li>• <b>Use AI in a manner that preserves the dignity</b> of self and others, consistent with our code of conduct and responsible use agreement</li> <li>• <b>Develop skills</b> needed to direct and use AI for a range of purposes</li> <li>• <b>Take responsibility</b> to ensure AI-assisted products are accurate, factual and aligned to the intended use</li> <li>• <b>Use critical thinking</b> to examine the appropriate uses of AI</li> <li>• <b>Create, collaborate and innovate</b> using AI</li> </ul>