

Note: All tabs must be activated before they will print

SWIP Purpose

This Schoolwide Improvement Plan (SWIP) is being submitted for the following purpose(s): *check all that apply*

- CSI UP plan – for state approval
- CSI Grad plan – for state approval
- TSI/ATSI plan – approved by the LEA
- Moving from Targeted Title I-A to Schoolwide Title I-A – for state acknowledgement
- Annual school level Title I-A plan
- District level use

Stake Holders

The Schoolwide/Improvement Plan requires the involvement of a group of people to create a plan to improve the academic achievement of the school. They are part of the Needs Assessment and provide feedback on the Goals & Strategies. Be sure to include:

- Admin/School leaders (at least one required)
- Teachers/Paraprofessionals (at least one required)
- Parents / PTO Representative(at least one required, not an employee of the school)
- Other School / District staff(ex: Instructional Coach, Federal Programs, Title I staff, etc.)
- Students(if appropriate)
- Tribal Representatives(if applicable)
- Community members

Stakeholder Name	Position	Email Address	Remove
Amy Hopkins	Principal	amhopkins@payetteschools.org	<input type="checkbox"/>
Lew House	District Social Worker	lehouse@payetteschools.org	<input type="checkbox"/>
Tamara Petera	Middle School Teacher	tapetera@payetteschools.org	<input type="checkbox"/>
Brydon Black	High School Teacher	brblack@payetteschools.org	<input type="checkbox"/>
Kate O'Donnell	High School Teacher	kaodonnell@payetteschools.org	<input type="checkbox"/>
Karisa Daniell	Special Education Paraprofessional	kadaniell@payetteschools.org	<input type="checkbox"/>
Lisa Michelsen	Mother	lisaheim76@yahoo.com	<input type="checkbox"/>
Ashley Decaney	Mother	mitterdog@gmail.com	<input type="checkbox"/>
Marci Holcomb	Assistant Superintendent/Federal Programs	maholcomb@payetteschools.org	<input type="checkbox"/>

Needs Assessment

A well-done Comprehensive Needs Assessment will last 3-4 years, providing much guidance in work to be done to improve your school and raise achievement. Be sure to include parents, students (if appropriate), tribal members, and other stakeholders in the process & discussions.

[Needs Assessment Guidance](#)

Topic

**Summarize your current reality in this area.
What are some barriers/challenges you have in this area?**

What are the opportunities for growth in this area?

School Leadership Team

The leadership team at Payette Academy is led by the building principal and meets monthly to discuss student success, plan for future needs, and review data and outcomes. District administration provides updates and information for discussion. While all team members are encouraged to contribute agenda items, the final agenda is set by administration. Because members also serve on other groups such as MTSS, PBIS, and various district committees, they bring valuable perspectives and information that help guide decision-making. A key focus of each meeting is analyzing summative, formative, attendance, and other relevant data to address the needs of the whole child and support their path toward graduation.

Academic Achievement

Payette Academy students perform significantly below district, state, and national averages on the ISAT. While the district's graduation rate continues to improve, it remains well below the state average and far from the desired target. Interim assessment data (i-Ready) indicates that over 86% of Payette Academy students are performing three or more grade levels below expectations in math, and 79% of Payette Academy students are performing three or more grade levels below expectations in reading.

Tier 1 Instruction (Core)

The school district adopts curriculum materials that are fully aligned with state and national standards. When specific instructional needs are identified, teachers and the principal collaboratively review and approve appropriate supplemental resources. The effectiveness of these materials is monitored closely to ensure they positively impact student learning outcomes. All teachers are expected to display clear, standards-based content objectives for each class period that align with corresponding formative assessments. Summative assessments are designed to reflect the objectives taught and are used to inform data-driven instructional decisions.

Tier 2/3 Instruction (Interventions)

The middle school classroom at Payette Academy is intervention-focused, emphasizing skill recovery to address gaps in student learning. Small class sizes of 6-8 students allow for small-group instruction, extended learning opportunities, and differentiated teaching. Interim assessment data indicate that students are making measurable progress as a result of these targeted supports.

At the high school level, the primary focus is credit acquisition. Students are placed at Payette Academy because they are not on track to graduate due to credit deficiencies or significant behavioral challenges. Each student has an individualized academic and behavior plan designed to promote success. Interventions within these plans are tailored to student needs and may include paraprofessional support, small-group instruction, differentiated learning strategies, and targeted behavioral interventions.

Professional Development

PA teachers participate in monthly district professional development sessions and engage in weekly staff meetings. In addition, the building schedules dedicated professional development days focused on aligning unit plans with state standards, developing student-friendly learning objectives, and designing formative assessments that directly measure those objectives.

Recruitment/Retention of Effective Teachers

All Payette Academy teachers meet state certification requirements. They were selected not only for their subject-matter expertise but also for their ability to build meaningful relationships with students and approach instruction creatively. Teachers view their roles at Payette Academy as

opportunities to make a lasting impact on student success.

Staff members receive a hard-to-fill stipend for their work in an alternative education setting, and their dedication is regularly recognized and celebrated. However, many teachers are new to both the program and the profession. While notable progress has been made, continued effort is needed to strengthen instructional strategies and enhance academic outcomes for our at-risk student population.

Climate / Culture

The climate and culture at Payette Academy are characterized by strong relationships, individualized support, and a commitment to student growth. Staff foster a safe, inclusive, and structured environment where students feel valued and capable of success. The focus on respect, responsibility, and resilience helps create a positive learning community that encourages both academic progress and personal development.

Graduation Rate

Payette Academy rigorously monitors student progress toward graduation through precise tracking of credits earned and credits required. The school is dedicated to ensuring that students remain on course to graduate with their cohort. Students who are behind in credits receive targeted, individualized support from paraprofessionals. Academic performance and credit accumulation are systematically reviewed by administration, and students participate in quarterly conferences to evaluate their progress and establish strategies for continued success.

Absenteeism

Payette Academy proactively monitors student attendance through daily live phone calls to parents reporting absences. The school implements multiple strategies to promote consistent attendance, including weekly letters to families regarding student absences. In partnership with the school resource officer, staff work to ensure students attend school and engage parents in discussions regarding truancy. Attendance data is systematically tracked by both the office and administration, and students participate in regular conversations to address and reduce absenteeism.

Other

Payette Academy has a strong foundation of caring staff, dedicated leadership, and a culture that prioritizes student well-being. By addressing identified academic, behavioral, and engagement needs through targeted interventions and staff development, the school can continue improving outcomes and ensure every student graduates prepared for success.

Plan Components

1. Based on your Needs Assessment, identify a few focused needs. Write a SMART goal for each focused need. (student outcomes toward state proficiency levels and include Strong Evidence Based Interventions.

- [Example SMART Goal Template](#): By (month/year), (who/what) will increase/decrease (amount) (%/points, measured by (tool/assessment/data set).
- [Example SMART Goal](#): By May 2025, our math proficiency rate will increase 8 percentage points to 33% proficient as measured by the Spring Math ISAT.

Prioritized Needs

Need	Area of Improvement:	SMART	
1	ELA Achievement / Growth	Goal: 250 characters max	<input type="checkbox"/> Remove
		Improve literacy skills among economically	

disadvantaged students at Payette Academy by increasing i-Ready reading scores by 10% by the end of the year. Teachers will provide targeted instruction and support based on diagnostic data because literacy

Evidence-Based Interventions: Definition of Evidence-based Levels

<p># Describe the activity/program that will be implemented to meet the stated goal. How will it be implemented? By whom? How often? List each strategy in a separate row</p>	<p>Evidence-Based Well-designed and well-implemented studies to support the strategy listed</p>	<p>Measured for Effectiveness Who will monitor this strategy? How often? What tool/assessment/data source?</p>
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Strategy Category:

Interventions / Credit Recovery

Strategy:

1-1 Implement Weekly Small Group Reading Interventions:
Use i-Ready diagnostic data to identify students performing below grade level and provide focused instruction in phonics, vocabulary, and comprehension.

Evidence Level:

Strong Evidence

Cite/Link research to support the Evidence level chosen:

Science of Reading: Small-Group Instruction Strategies
Dr. Martha C. Hougen
Dr. Heather Haynes Smith
Domain 1: Planning and Preparation (using assessment data to design instruction) and Domain 3: Instruction (engaging students in learning and using assessment to guide teaching)

Monitoring/Evaluation:

Each student will set a personal i-Ready growth goal and progress weekly using data with teachers to encourage ownership and motivation.

Need 2

Area of Improvement:

Math Achievement / Growth

SMART

Goal: 250 characters max

Remove

Improve math proficiency among economically disadvantaged students at Payette Academy by increasing i-Ready math scores by 10% by the end of the

year. Teachers will use data-driven instruction and targeted practice.

Evidence-Based Interventions: Definition of Evidence-based Levels

<p>Strategy</p> <p># Describe the activity/program that will be implemented to meet the stated goal. How will it be implemented? By whom? How often? List each strategy in a separate row</p>	<p>Evidence-Based</p> <p>Well-designed and well-implemented studies to support the strategy listed</p>	<p>Measured for Effectiveness</p> <p>Who will monitor this strategy? How? Using what tool/assessment/data source?</p>
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Strategy Category:

Interventions / Credit Recovery

Evidence Level:

Strong Evidence

Cite/Link research to support the Evidence level chosen:

Monitoring/Evaluation

2-1
Strategy:
Incorporate i-Ready Math Practice into Daily Routines:
Students will complete at least 45 minutes per week of i-Ready math lessons, with progress monitored by teachers to ensure engagement and growth.

Domain 3: Instruction, where teachers actively engage students in learning and use assessment data to adjust instruction, and Domain 4: Professional Responsibilities, emphasizing the use of student data to reflect on practice.

Students will set individual math growth goals and participate in monthly recognition events to track progress and encourage motivation.

Need 3

SMART Goal:

250 characters max

Increase overall student attendance at Payette Academy. Improve the average daily attendance rate to 92% by the end of the year by using proactive communication, incentives, and support systems because regular attendance is essential.

Area of Improvement:

Chronic Absenteeism

Remove

Evidence-Based Interventions: Definition of Evidence-based Levels

<p>Strategy</p> <p># Describe the activity/program that will be implemented to meet the stated goal. How will it be implemented? By whom? How often? List each strategy in a separate row</p>	<p>Evidence-Based</p> <p>Well-designed and well-implemented studies to support the strategy listed</p>	<p>Measured for Effectiveness</p> <p>Who will monitor this strategy? How? Using what tool/assessment/data source?</p>
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Strategy Category:

3-1 Improving School Culture & Climate

Evidence Level:

Strong Evidence

Cite/Link research to support the Evidence level chosen:

Monitoring/Evaluation

Strategy:
Implement a Tiered Attendance Monitoring System:
Track attendance weekly and identify students with 3, 5, and 10-day absences.

<https://www.branchingminds.com/blog/mtss-in-tracking-and-supporting-student-attendance?>
Domain 2: The Classroom Environment

Recognize and reward perfect or improved attendance certificates, rewards, and wide shoutouts.

Send home letters and schedule parent meetings as needed to intervene early.

(creating a culture of respect and responsibility) and Domain 4: Professional Responsibilities (engaging families in the educational process)

encourage attendance.

SMART Goal:

250 characters max

Strengthen engagement with families, staff, and community partners at Payette Academy by increasing stakeholder participation in school events and communications by 25% by the end of the school year. Payette Academy will use multiple communications.

Area of Improvement:

Other

Other Description: *50 characters max*

Stakeholder Engagement

Remove

Need 4

Evidence-Based Interventions: Definition of Evidence-based Levels

Strategy
Describe the activity/program that will be implemented to meet the stated goal. How will it be implemented? By whom? How often?
List each strategy in a separate row

Evidence-Based
Well-designed and well-implemented studies to support the strategy listed

Measured for Efficacy
Who will monitor this strategy? what tool/assessment

Strategy Category:

Improving School Culture & Climate

Strategy:

4-1 Share updates, student highlights, upcoming events, and opportunities for involvement through email, social media, and printed copies to reach all audiences.

Evidence Level:

Strong Evidence

Cite/Link research to support the Evidence level chosen:

<https://www.aecf.org/blog/parental-involvement-is-key-to-student-success-research-shows?> Domain 4: Professional Responsibilities, which emphasizes communicating with families and contributing to the school community

Monitoring/Evaluation:

Form a group of parents, staff, and community members to meet regularly and provide input on initiatives, ensuring all voices are heard in decision making.

2. Describe any inequities in the distribution of resources (funding, staff, materials, and/or other educational resources) within or across schools that have impacted the ability to improve student outcomes in your school.

At Payette Academy, inequities in the distribution of educational resources—including funding, staff, instructional materials, and support services—have impacted the ability to improve student outcomes. Limited funding and uneven allocation of highly qualified teachers and specialists restrict access to targeted interventions in reading and math. Variations in access to updated curriculum materials, technology, and enrichment opportunities create inconsistent learning experiences across grade levels. Additionally, disparities in behavioral supports, counseling, and services for English learners or students with special needs can hinder student engagement and achievement. Research shows that equitable access to high-quality instruction and resources is essential for closing achievement gaps and supporting all students in reaching grade-level proficiency.

3. Where will this improvement plan be publicly available?

payetteschools.org

4. Describe how the Schoolwide/Improvement Plan (SWIP) will be monitored and evaluated for effectiveness. Discussion Topics

Classroom observations, attendance records, grade reports, behavior data, student progress monitoring, staff input, and parent feedback are systematically utilized to inform the development and ongoing monitoring of the SWIP tool. The SWIP team will convene quarterly to review and assess the plan's effectiveness.

Upload Files

Files

- [25-26 PA Needs Assessment.pdf](#)
- [25-26 Bell Schedule.docx](#)
- [diagnostic-results_reading_payette-academy_10212025.pdf](#)
- [diagnostic-results_math_payette-academy_10212025.pdf](#)

Assurance

ASSURANCE

EVERY STUDENT SUCCEEDS ACT (ESSA)

Each school the Local Educational Agency proposes to serve will receive all of the State and local funds it would have received in the absence of funds received under this section. Sec. 1003 (e) (2).

GENERAL ASSURANCES ESSA, Sec. 8306 (a)

The LEA, pursuant to section 8306 (a) of every Student Succeeds Act, hereby agrees to the following assurances-

1. Each such program will be administered in accordance with all applicable statutes, regulations, program plans, and applications;
2. The control of funds provided under each such program and title to property acquired with program funds will be in a public agency or in a eligible private agency, institution, organization, or Indian tribe, if the law authorizing the program provides for assistance to those entities; and (B) the public agency, eligible private agency, institution, or organization, or Indian tribe will administer the funds and property to the extent required by the authorizing statutes;
3. Each applicant will adopt and use proper methods of administering each such program, including (A) the enforcement of any obligations imposed by law on agencies, institutions, organizations, and other recipients responsible for carrying out each program; and (B) the correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation;
4. The applicant will cooperate in carrying out any evaluation of each such program conducted by or for the State educational agency, the Secretary, or other Federal officials;
5. The applicant will use such fiscal control and fund accounting procedures as will ensure proper disbursement of, and accounting for, Federal funds paid to the applicant under each such program;
6. The applicant will—
 - A. submit such reports to the State Educational Agency (which shall make the reports available to the Governor) and the Secretary as the State educational agency and Secretary may require to enable the

- State educational agency and the Secretary to perform their duties under each such program; and
- B. maintain such records, provide such information, and afford such access to the records as the State educational agency (after consultation with the Governor) or the Secretary may reasonably require to carry out the State educational agency's or the Secretary's duties; and
7. Before the application was submitted, the applicant afforded a reasonable opportunity for public comment on the application and considered such comment.

CIVIL RIGHTS

SCHOOL PRAYER. ESSA. Sec. 8524 (b)

The LEA certifies that the LEA has no policy that would prevent, or otherwise denies participation in, constitutionally protected prayer in public elementary schools and secondary schools, as detailed in the guidance required under subsection (a) of Section 8524 of ESSA.

DISCRIMINATION

The applicant assures that it will comply with the nondiscrimination provisions relating to programs and activities receiving federal financial assistance as contained in Title VI of the Civil Rights Act of 1964, as amended, 42 USC §2000d et seq., prohibiting discrimination on the basis of race, color, or national origin; Section 504 of the Rehabilitation Act of 1973, as amended, 29 USC §794, prohibiting discrimination on the basis of handicap;

Title IX of the Education Amendments of 1972, as amended, 20 USC §1681 et seq., prohibiting discrimination on the basis of sex; and the Age Discrimination Act of 1975, as amended, 42 USC §6101 et seq., prohibiting discrimination on the basis of age; and all regulations, guidelines, and standards lawfully adopted under the above statutes by the U.S. Department of Education.

The applicant assures that it will comply with Title IX of the Education Amendments of 1972 20 U.S.C. §1681. No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance.

LOBBYING; DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," 2 CFR Part 180 (OMB Guidelines to Agencies on Government Wide Debarment and Suspension (Non-procurement), as adopted at 2 CFR Part 3485", and C.F.R. 200-212 Subpart C Certification regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion-Lower Tier Covered Transactions. The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

1. LOBBYING

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

- a. No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;
- b. If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;
- c. The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

As required by Executive Order 12549, Debarment and Suspension, and implemented at 2 CFR Part 180, as adopted at 2 CFR Part 3485, for prospective participants in primary covered transactions.

A. The applicant certifies that it and its principals:

- a. Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;
- b. Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;
- c. Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (2)(b) of this certification; and
- d. Have not within a three-year period preceding this application had one or more public transaction (Federal, State, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

3. DRUG-FREE WORKPLACE (GRANTEES OTHER THAN INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 84, Subpart F, for grantees, as defined at 34 CFR Part 84, Sections 84.605 and 84.610

- A. The applicant certifies that it will or will continue to provide a drug-free workplace by:
- a. Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;
 - b. Establishing an on-going drug-free awareness program to inform employees about:
 1. The dangers of drug abuse in the workplace;
 2. The grantee's policy of maintaining a drug-free workplace;
 3. Any available drug counseling, rehabilitation, and employee assistance programs; and
 4. The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;
 - c. Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);
 - d. Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:
 1. Abide by the terms of the statement; and
 2. Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;
 - e. Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to: Director, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant;
 - f. Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:
 1. Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or
 2. Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;
 - g. Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

DRUG-FREE WORKPLACE (GRANTEES WHO ARE INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 84, Subpart F, for grantees, as defined at 34 CFR Part 84, Sections 85.605 and 85.610-

- A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and
- B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants Policy and Oversight Staff, Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant.

1. The LEA assures that Federal funds will be used in accordance with the Code of Federal Regulations 2 (C.F.R.) Part 200, Subpart D-Post Federal Award Requirements, and Subpart E-Cost Principles and Education Department General Administrative Regulations (EDGAR) as applicable
2. The LEA agrees and assures to be registered in the SAM.GOV and annually maintain an active SAM registration with current information per 2 CFR § 25.200(b).
3. Pursuant to EDGAR, some of the policies and procedures MUST be in writing: Procurement (2 C.F.R. § 200.318), Cash Management (2 C.F.R. § 200.302 (6) and Allowable Costs (2 C.F.R. § 200.302 (7)). The LEA will adopt policies and procedures that comply with the new EDGAR
4. The applicant will adopt and use proper methods of administering each program, including:
 - a. Keeping such records and provide such information to the Idaho State Department of Education and U.S. Department of Education as may reasonably be required for program monitoring and evaluation, program data under 2 C.F.R. Part 200 Subpart E Cost Principles, and fiscal audit Subpart F Audits.
 - b. The correction of deficiencies in program operations that are identified through audits, monitoring, or evaluation.

CERTIFICATION

As superintendent or other legally authorized school district official, I hereby certify that, to the best of my knowledge, the information contained in this application is true and correct. I further certify that the district will comply with the requirements of the program covered in the application, the governing body of the school district has duly authorized this document, and I am legally authorized by the school district to sign and file this document.

Submitted by: amsmith@payetteschools.org at 12/18/2025 8:43:53 AM