

Bluum Together: Episode 5- Smokin' Hot Core with Mosaics Public School

Mike Caldwell: Greetings and good day to our podcast listeners. Thanks for joining us on another episode of *Bluum Together*. Today we're at Mosaics Public Charter School and joining me today are Anthony Haskett, Principal at Mosaics and Debbie Foster, the Director of Learning and Culture. Did I get that title right?

Debbie Foster: Yes, you did.

Mike Caldwell: Alright, nailed it! Well, as always when we start a podcast here on *Bluum Together*, we'd like to start with a story to kind of set the stage. I'm going to lean over and see if Debbie would be willing to share a story to get us started today.

Debbie Foster: Yeah, absolutely. Our opening year of Mosaics in 2020, we had selected the Lucy Calkins units of study and we also purchased the phonics component that went with it. We were about two weeks into school, and I walked into one of our first grade teachers classrooms to just have a conversation about how phonics was going, because I just hadn't seen a lot of it exhibiting itself yet in any of the teaching I've been observing. When I walked into her room I asked her, "How's phonics going?" And she pulled out the boxes one of which had been opened and the other one that was still in its plastic. Tears welled up in her eyes as she began to tell me, "I don't know how to do this. It makes no sense to me". I remember thinking to myself, "if it doesn't make sense to her, how are our kids receiving this?" At that point Anthony and I went on a journey to change the entire approach. We ended up selecting a completely different phonics curriculum, we turned it around within just a couple of months but we'll touch on that later. Flash forward now from two years ago, that same first grade teacher walked into my room and this time there were tears in her eyes as well, but it was because one of her students who we had not been able to get reading out of books, had just finished reading an entire book all by himself. She was just overwhelmed with gratitude at what Foundations had done for her class but especially for this student. It was pretty powerful.

Mike Caldwell: Awesome, thank you for sharing that. We're going to get into your journey as a school, but before we do that let's talk a little bit about your personal journeys and where you've come from, and your background. Maybe introduce yourself and tell us a little bit about Mosaics Public Charter School, Anthony?

Anthony Haskett: My name is Anthony Haskett, I grew up here in a small farming community called Homedale, Idaho. I was there K-12 and I stayed in the Treasure Valley, went to school at NNU, Northwest Nazarene University. Go Nighthawks! Or Crusaders, depending on when you went.

Mike Caldwell: Why don't you say go Trojans when you introduce yourself? Come on, where's the love?

Anthony Haskett: Yeah you know, Homedale sports were like the main thing and academics were not. So unless you were like a really sporty kid you know, I played tennis and did basketball, but I was not in the crowd of the sports. Football wasn't my thing, um, but you know, from NNU I got a degree in Elementary Education. I went and taught a 2nd, 3rd, and 4th grade in the Middleton and Nampa school districts, and then I went to the dark side of administration. Yeah, I started my admin career at Idaho Arts Charter School, which is what introduced me into the charter sector. I was there as a Vice Principal and then a Principal for about five years and during that time I also was able to get a fellowship from Bluum, where I was able to write a charter to established Mosaics Public School. Our goal was to go into a higher poverty area, which is Caldwell, and to really try to provide a 'steam' education which is stem with the arts. We wanted to give these kids some really good problem-solving skills and creative skills where they can purposely express an idea through art, but they can also creatively and attack a problem, and learn how to collaborate and communicate in multiple ways. So when we think of like, Mosaics, and we think about the school that we're here at right now, it's very missional driven. We've got the four C's. We really want kids critically thinking, we want them to understand creativity, we want them to communicate their ideas effectively, and we want them to collaborate in groups. And we feel like if you start building these skills from kindergarten up, they're going to serve our kids their entire life. So, why 'steam'? We just feel like it's the future of school and we think that all kids need that opportunity, which is why we are in Caldwell.

Mike Caldwell: Kudos to you. I mean, I just remember mentioning that to you the first time coming to this school, just the feeling you come into the school and the climate, the way you're treated, welcomed by the by the front office. You've created a really great thing here in just a short period of time, in four years. Debbie what about you? What's your background and what brings you to the school?

Debbie Foster: Well I too attended NNU, but way before Mr. Haskett did. I graduated when it was still NNC, Northwest Nazarene college and we were the Crusaders then. Anthony and I actually met when I was working in the Nampa school district. I was an instructional coach at one of the schools and he was actually teaching there. From there we developed a very fast friendship and eventually when we ran into each other at Albertson's, over and over again, he said to me one time, "I really want pick your brain about what a really positive school would be". And so we went out to coffee and he mentioned he was going to go here, there, and everywhere, and I just started tagging along and boom! We were working together for Mosaics. So that's kind of a quick history there. My own journey, I've been in education now for 33 years. I took a short little stint and stayed home with my twins for about two or three years and jumped right back in as soon as Mosaics opened up. I've worked in charters, I've worked in big districts, and I have seen this same idea arise over and over again. How do we best educate our children? But more specifically, how are we going to really help our students grapple with this complex task of learning to read? It's something that just keeps coming back and it's near and dear to my heart. It's what pushed me into my masters, and it made me just dive in wondering,

how do we raise literate citizens who are able to grapple with the complexities of life, but anything that actually gets thrown at them.

Mike Caldwell: Well, I'm so excited to talk to you guys today and to have you guys as part of our science of reading in Idaho series. We've had some great conversations with people up to now and learning a lot in what other schools are doing, and what what makes them effective, and we've talked to a lot of experts in the field. Today's topic I think we're calling smokin' hot core. I think it's named after your husband, right Debbie?

Debbie Foster: Yes!

Mike Caldwell: Ok do you want to give him some love while we're live?

Debbie Foster: Love you, Kev! Keep up the core work!

Mike Caldwell: I asked Debbie what we should call this, and she said smokin' hot core. Ok, so a little bit off track there. We're going to talk about curriculum, we've talked a lot about instruction in previous podcasts and we're going to focus more on the curriculum aspect today. The school's 4 years old. You guys have been around now for four years and have had a short journey, but there's been a lot packed into those four years. Can you walk us through opening a school, to where you are now in terms of the journey of your curriculum? And how you arrived where you are today?

Anthony Haskett: Sure. When we were writing the charter, what we were looking for was a curriculum that really engaged readers and authentic texts. As a teacher I was frustrated a lot where we were using open court and the text, it was an anthology, you would read snippets of let's say Stuart Little. So, you get a chapter of Stuart Little, and you work on reading strategies and isolation. As a teacher I would get really frustrated because my kids never got to read a full book. So, I would actually supplement. I would buy full sets out of scholastic readers and do a read aloud all together because I felt the kids need to have that experience. But it wasn't something that was provided by the district. I was looking for something as we were starting a charter that would give our kids the opportunity to select a text and be engaged in it. At the time every teacher who I knew and respected was really glomming onto this idea of Lucy Calkins and her units of reading. They went to their trainings, they felt it was really effective in teaching their kids and we really believed in the idea. So being a person who thinks, you know, if you adopt one system, we need to kind of adopt everything in the same house. We adopted her units of phonics, her units of reading, and her units of writing. One of my board members who also was an educator was a really big proponent of that and even Debbie was a proponent of it at the time, although she was a little reticent on the reading workshop. She really believed in the writing workshop at the time. So, we started with Lucy Calkins and, you know, if you read the charter it says we want our teachers to become teachers of reading. We want them to really understand what good reading looks like and what good reading instruction looks like, and if you read Lucy's materials, it's very verbose. It was really sent as an idea of you will learn to be a teacher of reading, and that was the promise. And it was unfulfilled promise.

Mike Caldwell: So great marketing.

Anthony Haskett: Excellent marketing, excellent marketing. And you know the structure of it was like a mini lesson. We're all going to learn the skills that are in the standards and then you can apply those skills within the self-selected text at the level of the kids. It was a really big promise and we thought it was going to be the thing that helped us out. Honestly, in our first year of teaching it, what we saw was the kids who knew how to read did really well. My kid excelled in it. In fact, we take what's called the MAP assessments and any kid above the 50th percentile had really good growth. It was really awesome for them and their comprehension. However, at the same time, any kid who is below that 50th percentile did not meet any growth marks. We kind of had on our growth chart a tale of two stories. The Matthew effect so to say, where the rich got richer, and the poor get poorer. And when we looked at that data we felt we couldn't do that as a core curriculum anymore, we had to make a change. So that's where Debbie and I were discussing. But that's where we started, was kind of a promise, and then once we ended that first year we realized our promise wasn't meeting the needs of the kids that we were trying to reach. We said we had to do something different.

Mike Caldwell: And was this about the time that the teacher was crying in part of your story?

Debbie Foster: Yeah, that was within the first month of school. We pivoted rather quickly with phonics because it became really obvious, very quickly, that this was almost like a choose your own adventure kind of approach to phonics which isn't what kids need. They need that systematic, explicit, instruction, and we really needed to get something into the hands of our teachers quickly, so we were able to pivot rather quickly. We looked at a couple of different just phonics programs that were out there. Foundations rose to the top because we had some background experience. Anthony really knew the curricular part of that pretty well, so we went ahead and made that pivot around November. Our teachers started the implementation in December with a really hard start in January. And we saw immediate turn around and immediate benefits. Teachers felt like, "Ok, now I can teach. I have something that is laid out for me in a way that I can stand in front of my kids, and I know exactly what it is that I'm supposed to deliver, and I know exactly what it is that I should be seeing like kids do to know that this is effective and it's having the effect that I need it to".

Mike Caldwell: So that was in your first year opening as a school?

Debbie Foster: Yes.

Mike Caldwell: So take us through the next three years or fast track to how you got to where you are now. Talk to us a little bit about where you are.

Debbie Foster: After that first year as Anthony said, we knew that this curriculum was not working for the majority of our students, and we knew that we needed to make a pivot. It was hard at the time to figure out where to go exactly in terms of making a full-blown curricular

shift. What we felt like we needed to do is backtrack into that that promise of making sure that our teachers really knew how to be teachers of reading. One of the things that we did is help our teachers learn how to teach in small groups through a guided reading approach. It was very much a balanced literacy approach, with a heavy emphasis on phonics. The benefits that we saw from that, were teachers being able to work with small groups of students, one-on-one with students, and getting authentic text into the hands of students. But what we were still missing was that big curricular framework that would tie it all together. So, when you think about Scarborough's rope, we had that that bottom portion, that word recognition portion. We had the phonemic awareness, the phonics, and we had our sight words. We were moving on track with that, but what we were missing was that big language comprehension strand. And although guided reading was allowing us to dabble in that, it still wasn't all cemented together. At the end of last year we did see test scores getting better. We actually thought there might be an implementation dip with our guided reading approach, there wasn't. We saw that our kids were actually still doing ok and we saw some improvements. But as more and more about the science of reading was coming out, and it was becoming more mainstream in conversation, we knew that we ethically and morally had to make a shift sooner than what we were anticipating. Because if there's one thing we need to do, it's to equip our students to be able to read any text eventually that's put in front of them. We saw the biggest gap happened right around that third grade mark where our texts would change from being very heavily picture supported, to really just text. And that's where we saw the ground beginning to get really wobbly for students. So we needed to get into that language comprehension piece coupled with a really strong phonics and phonemic awareness program, so that we could move our students forward holistically. And that's kind of what led us into our 'we got to make a change now' and so we did, last year. And that's when we chose to adopt Wit & Wisdom, our smokin' hot core.

Mike Caldwell: Wit & Wisdom is the smokin' hot core that you referred to?

Debbie Foster: Along with Foundations.

Mike Caldwell: So what are the key pieces of those that you would say create that core and what's really important in those?

Anthony Haskett: When we were looking at our curricular framework, we wanted to ensure that our kids were getting all of Scarborough's rope. So, we knew that Foundations was really successful for our kids. We knew our teachers didn't need to learn a new program, so one thing we said was, "We need a program that complements Foundations and does not supplant it". When we also looked at it we said, "We need a really comprehensive approach to language and vocabulary development". Building background knowledge, Natalie Wexler, put out a book called *The Knowledge Gap* and it really discusses how building background knowledge in students allows them to understand the world in much better ways because they actually have an understanding of a lot of different topics. So, when we were initially looking at our curricula that we could choose from, we want to make sure both of those things were happening. We also looked at EdReports to make sure that they're meeting the standards, and what we found was there are a lot of curricula out there that don't meet the standards. Lucy Calkins being one

of them, and we wanted to insure that didn't happen again to our kids. So, when we went and we looked at different curriculum we ended up wildling it down to three. Through a process with the curriculum committee and our teachers, we came up with Wit & Wisdom which is really focused on using reading skills to learn content knowledge. It's a very different approach than what we typically have seen and more of the basal readers where you learn a skill and you apply it over multiple days on the same text. This one really is about leveraging your reading skills which is more real life and applying it to text in an authentic way. So for example, yesterday we were in a classroom in second grade and they were talking about the seasons and how trees change over the seasons. In another class which is a little bit behind, they're talking about chlorophyll, they're talking about pigments and leaves, they're talking about sugar content and why that changes the leaves colors. And then in the next book in the other classroom it's more of a story and it's talking about a tree and the tree loses its leaves over time. It's the story of the tree of starting in spring and going to summer going to fall going to winter and it's a life cycle. The kids were sequencing the text and they were utilizing pictures to do that. So, what we're doing is we're learning really good vocabulary, we're learning about the life cycle of a plant. We're learning very complex vocabulary and science but we're also applying key ideas and details and sequencing that which is the second-grade standard. So, in the old way you'd say we're going to learn about sequencing and here's an article that helps us sequence. But because it's all integrated now, kids are much more likely to learn it and they're more excited about the text. It's been really fun to see it in action and I feel like our kids are way more engaged now than they were in the last three years.

Debbie Foster: Another piece is watching how much our kids are interacting with each other and with the text. This program deliberately builds in a lot of oral language development and listening comprehension which we know later on down the road, is going to become a really important skill as they are trying to develop even more comprehension as they get into those higher-level complex texts. So, it's great to have watched our kids at the very beginning of the year not really know how to talk with one another, let alone talk about this text or this text-based question, to now when they're not only talking but they're using hand signals to say, "I agree, I disagree, and I build," and being able to use some of that language. Those formal language registers are really coming out and we're seeing them begin to transfer into other curricular areas. I'm walking into a math lesson and I hear a first grader say, "Well I agree with so and so because". They're using complete sentences. They'll say things like, "I'm noticing or I'm wondering if," in science.

Mike Caldwell: Music to your ears as an educator to hear those kinds of comments from students. I love it. It seems like you guys have a really good system in place to make decisions on curriculum and instruction. I mean to be able to make that pivot, it was more than just intuition. Talk to me about your systems that you have in place that's embedded to assess what's working and what's not working?

Anthony Haskett: I think there's a few different data metrics we look at. The first one is going to be NWEA Map Assessment. We really appreciate this assessment because it's a nationally normed assessment. It allows us to see how kids are growing over time and it gives us some

really specific data and different strands, so you can look at reading specifically. And then they've got language comprehension or language usage assessment. We're able to see trends of kids and what's awesome about it is it actually takes a kid based on where their first percentile is in the fall, and it projects where they should be in the spring. You can see, "did the kids meet the growth metrics?" And we can look and see, "did our high performers meet their growth metrics to stay at the same percentile ranking or exceed it? And how did our low lower performers do?" So that's one definite data metric we use. We also use the IRI when we look at our decoding, because at the end of the day, that's going to be one of our assessments that the states look at as well. We want to make sure that when we're looking at the data within the IRI it breaks down into different categories. So, the phonemic awareness, listening comprehension for kindergarten, we've got letter recognition as well in kindergarten. And then moves into decoding, and vocabulary, and spelling, and we can deconstruct an overall score in those subcategories to really kind of see what's working or what's not working. One thing we've done that's been really effective is utilizing the data team approach where we sit down with the teachers and we look at this data and say, "Ok. What is it that is really helping us meet these targets that we have?" And at the same time, we're looking at our Foundations data because that should correlate pretty well with our IRI. And what we found is that it sometimes misaligned what our instruction looked like or one teacher did something a little different, we can learn from each other and that's been really good. Our first year we hit about 50% of our kids being proficient on the IRI. Last year we ended at 70% proficient. These conversations and this data examination has been really fruitful when it comes to our student outcomes. But when we come to that that language comprehension, language usage, we were looking at our data and it wasn't making as big of an impact as we hoped. So, we have made huge gains, I want to say that. Our first year we scored on the ISAT 20% and 23% proficient in 3rd and 4th grade. It was really disappointing, we were about 20% to 25% under the state average. With our guided reading approach, and us looking at data, even though it was an incomplete curriculum adoption, we did exceed the state average in three of four grade levels, so we made we made up the gap. I think that just goes to talk about the power of data and how that conversation around that can impact kids, because we know the outcomes. But now what we've done is we've given teachers like actual tools that they don't have to think about all the pieces and parts now. That I feel like is going to push us into that next level, where we're going to still examine the same data but we're now giving them a much better tool to execute their instruction with.

Mike Caldwell: Yeah, that's great. There's been a lot of consistent themes in all the conversations I've had on just how important it is to look at the data. Debbie who's the bigger data geek? You or Anthony?

Debbie Foster: Right over there.

Mike Caldwell: Anthony, I could imagine the two of you though together in a room looking at data would be a pretty rich conversation, I'm sure.

Debbie Foster: Well I think the other rich part that Anthony alluded to is sharing that data with teachers. Because anytime you're going to make a really big shift in curriculum you need to make sure that your teachers understand not just the what of data but how we're going to actually address it. I think that that's another part, you know, you asked what systems do we have in place to actually make these curricular moves, and I think we have this the data that Anthony was just talking about. But then we also have this ability to just connect with our teachers pretty instantaneously going over that data. Being a small charter school we're able to make moves really quickly based on what we see the data telling us. So we're fortunate. We didn't need to go through a yearlong pilot or tampering with lots of different types of programs we were built to narrow it down to three that we knew were going to meet that language comprehension piece pretty quickly. Teachers were able to look at all of the programs comprehensively, and then we were able to pull together committees that looked at it comprehensively as well. We had parents, we had board members, and we had teachers, all looking at different parts and pieces. And then we also have the guiding vision of Mosaics so that we selected a curriculum that would complement what Mosaics is about. The Wit & Wisdom framework follows an inquiry-oriented framework as well for 'steam' based education. It's aligned very tightly with another project-based learning framework that we follow from EduCurious. So that everything students do goes back to that essential question and being able to answer it and every single module builds toward the answering of that essential question in the end of module task. But then again, brilliantly, they've put together every module with a focusing question and then they have tasks that build toward the end of that modules task and then each module task builds toward the end of module assessment. You have constant feedback coming back at you as a teacher to see are my kids gaining traction with these complex texts are they gaining the ability to decipher to interpret to analyze to be able to apply. Are they gaining content knowledge as well as reading strategies and skills. It's just a really brilliantly aligned pattern and there's so much data that teachers and Anthony and I can look at as well, to really make sure that we are seeing those jumps from our students.

Mike Caldwell: Did you have to really work hard with your teachers to get them to become data literate? Because it's one thing to have the data, it's the other thing to be able to make sense of the data, and then then take action on it. I think we take it for granted that in education everyone is data literate, and you have data, and you understand it, and how to respond to it. What has been your experience with your teachers in that regard? And what have you done to help them become even more data literate to take action on the data?

Anthony Haskett: I think one of the biggest things we did was establish data teams. It really is understanding what data is as well. When teachers a lot of times come into schools, they feel that their data is an evaluation, and it's not. That is something that as a leader we have had to be really clear about. This is a point in time of how your kids are showing on this outcome and it's not an evaluative tool like, "your data is bad, your data is good," it's ok your kids are here and they need to get here. What's the route to get them moving. I know that one downfall is we use data and evaluations, right? As a principal I have to have data points to talk to our teachers and I feel like that can put some tension in the data or teachers compare themselves to other teachers and they're like well you're just better than me. And it has taken us probably our first

year of just showing the data. It's like this is data, this is where your kids are. It's not in judgment, we need your kids to get here. Let's talk about how to make the kids get from here to here. After hearing that multiple times, over months, we finally get to a point where people go, "Ok how are my kids doing?" And it becomes a part of the normal conversation. So they're not even just reading the data, but emotionally looking at the data was something we had to overcome. And what's been really fun is we had a training where we took our NWA Map Assessment there's a great report that shows a school and where all the kids are fitting within their percentile ranks. I was able to show last year versus this year's and as a staff we all looked at each other data. It's not even just like grade level, and we look for trends. We say, "Wow. Where can we celebrate the success? Like what happened in 4th grade last year where many kids were performing below the 20th percentile and now half of that many are starting below the 20th percentile?" We celebrate it we say, "hey look at that that's awesome, they maintain their growth that they had at the end of the year". I think there's definitely instruction that we had to do on how to read the data, there is instruction on what does this data mean for instruction, and there's protocols that we just kind of go through that help us guide the conversation and keep us focused. Because one thing I think we do in education really well is take data. One thing I think we do poorly is execute on what we see.

Mike Caldwell: Right and it sounds like you're doing that really well. It sounds like your data geekiness is really starting to rub off on some people, am I right?

Anthony Haskett: Oh yeah. I actually have teachers now and they're like, "You wouldn't believe this data! This is so amazing!" And they'll run to my office and they're like, "Look at this kids growth!"

Debbie Foster: They will literally print it off and put it in our boxes. We have teachers just begging for data teams. They love them they want them to be there longer than what they currently are, it's fabulous. They cheer each other on. I'm thinking back to that data day that Anthony's talking about and the whoops and celebrations to see our kids moving, because it really has created a culture that all kids are our kids. it's not just my personal grade level or even my personal class. All of our kids belong to all of us and so we want everybody to succeed.

Mike Caldwell: As it should be, good for you. So it seems like four years in you're operating on all cylinders, am I right?

Anthony Haskett: No. Haha.

Mike Caldwell: Like, have you arrived? It sounds like a lot of things are going well. Let's talk about what are those things on the horizon that you're looking at to make some big jumps going forward? Or small jumps?

Anthony Haskett: Yeah. I think the things that are going well, we've established practices of examining data and talking about data talking about kids really pushing a culture of "we not me". I feel like when we look at those components, we've done a lot of right things. I think when

it comes to adopting a new curriculum it's a heavy lift. There is pacing that we got to figure out there's mapping out what standards are we hitting there there's a whole bunch of unpacking that go along with that. So even though we feel like we have the right tool to achieve the best, it goes back to learning how the tool works and how it all fits together and then how do we put that into our schedule and our day and how do our kids get the skills to execute it at a high level as well as our teachers. The heavy lift this year is really implementing Wit & Wisdom and it's actually been really difficult in so many ways because it's constructed differently than the traditional reading skill approach. Some of our teachers have had to have a shift in mindset on that and I think it's not that it's wrong, I think anytime you have an implementation it takes time. And then when you think about reading, like we wanted to get reading right first, that was a painful priority for us. We have been really focusing on that the last three years four years now, but our math program isn't where we want it. And that's like the next big thing is right now, we've got not quite a piece meal approach to math. We have a core curriculum that we use but there's a lot of holes in it, teachers don't love it, and the next domino to fall is going to be math. Because kids have to be able to read to do math, kids have to be able to read to do social studies, kids have to be able to read to do science, so that's our painful priority but kids also need to be able to do math at a high level. So, if we can get our core subjects really solidified as an organization, we'll get there. That's definitely not a we're there yet, and we know that. We've got work to do over the next three to four years to get both functioning at a very high level.

Mike Caldwell: Yeah great, how about you Debbie? By the way I love that there is student chatter and laughter coming through, I hope that shows up in the podcast. I keep hearing I'm like, "where is that coming from?" Which is great, so we're not piping that in. That is coming from these walls in the conference room, I don't know where it's coming from.

Debbie Foster: It's not insulated well...

Mike Caldwell: That's great. So Debbie, what would you add to what Anthony said?

Debbie Foster: You know I would second what Anthony shared just you know in terms of that math vision. You know, smokin' hot core where it came from truly is the idea that a lot of times, we look at intervention as a way to plug the gap that we see a student have. It's not just intervention. Intervention can help, but what it really is, is having a core instructional program that truly is executed well on all levels. So to second what Anthony was saying, that's the next big piece I see with Wit & Wisdom. We need to really continue supporting our teachers so that they are able to execute it very well in order for our students to be able to receive it very well and actually be able to apply everything that they're learning. Then I would agree the next big domino is going to be math. We need to make sure that we have a math program that's also a smokin' hot core and so it is the next big lift that I see.

Mike Caldwell: You guys are doing wonderful things. four years in I know, well I don't know, but I would imagine starting a brand new school especially with this little thing called COVID somewhere in between. When you started the school to where you are now has been a

significant undertaking, to say the least. Kudos to you guys and thank you for being part of our series with science of reading in Idaho schools. You may have people reaching out to you to learn more about your smokin' hot core.

Debbie Foster: We would love that.

Mike Caldwell: Good stuff. Well again, Anthony, Debbie, thank you so much for being part of our series. You are doing wonderful things here at Mosaics Public School and for those of you listening, thanks for tuning in to another episode of *Bluum Together* in our science of reading series in Idaho education. We look forward to sharing more stories of schools all around our state that are doing great things like Mosaics here. Thank you, and we'll see you next time.