

## Supplementary Material S2

### Final Codebook

Themes	New Codes	Boundaries
Curriculum	Daily Dosage	Matters related to frequency and duration of literacy classes/periods per week
	Evidence-based/ standards-aligned	<p>Anywhere the participants mentioned using research based programs, studies, commercial programs, etc. to create their curriculum (HighScope, Jolly Phonics)</p> <p>Anything about ALIGNING Highscope KDIs with ICSE standards, etc. and anything about backward planning</p>
	Backward designed curriculum (structured + goal directed)	<p>Anything related to PROCESS of planning from annual to monthly to weekly, and also related to the written curriculum's structure or prescriptiveness with which the written curriculum was STRUCTURED in terms of the presentation of the instructional plans.</p> <p>Anything about using goals/learning objectives or KDIs that would DIRECT the design of the curriculum (vs merely activity-based or activity-driven)</p>
	Collaborative decision making (collab planning + contextual adaptations)	<p>Any discussions at PLC/ NLC level about what the written curriculum (goals, assessments, activities, materials) should include. This can be at annual/ monthly/ weekly/ daily plan level. (Does Not include demos, roleplays, or other sensemaking activities of curricular materials that are CONFIRMED already, NOT any matter related to reflection on student data etc.</p> <p>Related to all changes/edits/modifications made by school team to any of the COMMERCIAL PROGRAMS (HighScope or JP prescriptions) that</p>

		took it away from its prescribed nature (in terms of goals, activities, materials, assessments, etc)
	Holistic Literacy Development	<p>Related to doing more than just phonics instruction, including library and exposure to books/reading, writing, and all other programs and activities that are complementary and related to the reading and writing process that were purposefully introduced as part of the literacy program.</p> <p>NOT about pedagogical approaches related to active learning but instead about elements of reading beyond phonics at the program level (vocabulary, comprehension, phonemic awareness, etc.)</p>
	Universal Screening	Related to use of DIBELS or EasyCBM
	Systematic Ongoing Assessment	Related to COR and other ongoing assessments that were used by teachers through the year, but NOT universal screening
Teacher Capacity	Collective Sensemaking & Reflection	<p>Related to meetings (NLCs or PLCs) where lesson plans for the week ahead were discussed and clarified between leaders and grade level teachers. Focus is on processs of making sense of the learning objectives, activities, assessments, resources, etc. through demos, etc.</p> <p>Reflection refers to activities where teachers reflect on the efficacy of their practices or the learning of their students using data, in spaces like PLCs.</p>
	Coaching	Structured support for only struggling teachers (this is not the same as ongoing observations). This involves observing specific teachers more intensively for a short period of time and providing feedback until their performance improves.
	Ongoing Observation and Feedback	Ongoing observations and feedback by leaders and peers (not coaching)

	Teacher Evaluation	Once a year process called RevDev
	Workshops and Digital Courses	In-person event-based engagements or digital content designed and facilitated by internal/external leaders or experts to address content/pedagogy/pck
Student Engagement	Improved Student-Teacher Ratio	All matters related to the change to 1:10 teachers and kids grouping arrangements (4 groups and then 2 groups), changing from passive to active teaching arrangement between two teachers, changing from 25 kids to 40 kids in one class, etc.
	Restructured Physical Space	ONLY related to changes made in the arrangement of furniture and size/ layout of physical classrooms.  NOT related to curricular resources, noise issues.
	Active Learning Pedagogy	Related to moving towards more inquiry, critical thinking, hands on learning, and away from texts and chalk and talk.  NOT about elements of reading/ literacy, but about pedagogical approaches that move away from rote/ traditional methods towards more engaging ("active learning") methods.
Other Influencing Factors	Supportive Leadership	Related to how leadership positions were created, leadership structures were created, teachers perceiving leaders as generally supportive.  NOT about curriculum design, PD, or restructuring of physical spaces/ teacher roles.
	Change Management	Anything related to teacher level obstacles that had to be dealt with, whether logistical or workload-related or mindset-related or culture-related or implications of new classroom design/ teacher schedules

	Engaging Parents	Related to soliciting parent feedback and using it to adapt program/implementation, achieving parent buy in for phonics and program adoption, activities or lines of action taken to communicate and educate parents on WHAT and WHY the school is doing what it is in terms of curriculum and teaching and how parents can support student learning
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