Unlike the System Improvement Map that identifies the interacting subsystems, the Driver Diagram represents a "theory of practice improvement" that reflects an **awareness of the causal systems**, the **research**, and **expert educator judgment**. The Driver Diagram should start with a **measurable improvement aim**, then follow with Primary Drivers that are the "best initial bets" for what to target. These Primary Drivers are the initial "landscape for change." Supplemental Design Details provide selected "subhypotheses" about what needs to happen for the primary drivers to work (B & G, 73-76) and can be found explicitly or implicitly in the System Improvement Map.

Aim	Primary Drivers	Supplemental Design Details
Increase the annual number of UIC principals who enter high-churn schools and who remain in these schools for a minimum of 4 years, and who complete their doctoral degrees in that time.	**Data tracking system to elevate visibility of high-churn schools in UIC program priorities:** UIC will put in place a system that annually identifies and monitors high-churn schools, which of those schools are led by UIC-trained leaders, the retention rates of those principals, the support needs of those principals, which of those schools have principal vacancies, current and anticipated, and other data necessary to support an increased flow of principals from UIC into high-need schools. Data collected should be shared with CPS so learning is enhanced in the UIC Program and among CPS system leaders.	● UIC's relational data-base that tracks all candidates from program admission through residency, program completion, and ongoing professional employment, should build in data fields to enable tracking of the relationships between UIC candidates and high-churn schools ● Data reporting for the UIC program should routinely include UIC engagement with, and impact on, high- churn schools ● UIC should collect data on doctoral completion rates of leaders in high-churn schools and use such data to investigate the causes and consequences of those completion rates—and inform program practices to improve, where necessary, supports for leaders in such schools.
	Candidate development: recruitment, admissions, residency placement and program supports: Because a substantial number of UIC candidates do <u>not</u> serve in high-churn schools, either as residents or as beginning principals and APs, each stage of the recruitment, admissions, and program pipeline needs to be examined for how it can make an improved contribution to the flow of UIC program completers into high-churn schools.	● UIC should document coherent and elaborated practice frameworks for leadership of HC schools with specific attention to where leadership needs are not identical to stable-enrollment schools ● For example, UIC should codify strategies for school engagement with families and community agencies and resources, systemically supporting HC schools to ensure effectiveness of and continuity in school-community partnerships over time. ● In collaboration with CPS, UIC should collaboratively develop a system-wide entry planning process or Leadership

		Development Plan (LDP) specific to HC schools and the P-3 T&L continuum ● Key resources and research on high-churn schools should be distributed by the research staff to UIC faculty and leadership coaches to inform all relevant course content and leadership coaching. For example, a policy course could examine whether CPS School Rating policy, or charter school policy, might exacerbate instead of reduce the phenomenon of high churn in schools ● UIC's program content should develop resources and protocols for social-emotional and learning supports for principals of HC schools, and ensure that coaches and supervisors have access to these resources ● P-3 leaders and teachers can learn to use specific data in collaborative cycles of inquiry to improve P-3 learning outcomes in literacy and mathematics.
	UIC faculty-coach development: To make the UIC program content and experiences more responsive to the leadership of high-churn schools in the pre-service and in-service phases, faculty, leadership coaches, and mentor principals should residents and principals in high- and borderline churn schools will receive professional development targeted to supporting and developing principals in such schools, with particular attention to entry planning, literacy learning, family & community engagement, and social-emotional supports for principals as key levers for success.	● UIC should develop principal coaching content specifically attentive to P-3 leadership in HC schools ● Principal supervisors and coaches with successful leadership experience under HC conditions and/or with the P-3 T&L continuum should be systemically engaged to share their expertise with those principal supervisors and coaches who have not. ● UIC's program should develop clear understanding of how CPS departments provide resources most useful for high-churn schools and should document CPS resources explicitly for teaching and leading in high-churn schools ● UIC leadership faculty and teacher education faculty should collaborate on how the continuum of P-3 **teacher** preparation, support, development and retention for HC schools can be improved so that teacher turnover does not exacerbate student turnover challenges to teaching and learning