**Tool 4.3** Feasibility Worksheet

**Guidelines**: Before beginning a detailed plan for the proposed initiative(s), work with the team to carefully consider the following factors, as they will predict the likelihood that the desired outcomes and results can be achieved. Any question that cannot be answered “yes” will require the team to plan how to correct or mitigate the impact of that factor. Ask the group to add any other unique local factors that could impact the viability of this improvement. Begin by asking the team to read over the questions, add those they think will help, answer the questions, and finally, reflect on how their answers will affect how they will build the project charter and action plans.

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| Questions | Yes/No |
| Does the culture of the school support the expected behaviors the project supports? |  |
| Is sponsorship for the project and its related initiatives assured in the long term? |  |
| Is there oversight or governance of the planned project in place beyond the immediate launch or refocus?  |  |
| Is there evidence that you can get adequate funding over the time required for the project to be effective? (For example, if a grant is available to start the work, what funding source will keep the work going after the grant expires?)  |  |
| Are expected new behaviors integrated in jobs, performance measures, and evaluations? (For example, if the new behaviors are seen as “outside of the regular work,” it will be difficult to sustain them.)  |  |
| Are resources committed in the long term to support the adoption of new behaviors? (For example, will resources for retraining or coaching be available after the start-up?)  |  |
| Is the infrastructure in place to support the interventions? (Does the plan show the people, time, working arrangements, etc. needed to get the proposed work done?)  |  |
| Do current leadership and administrative practices support the new behaviors necessary to carry out the project? (For example, do job descriptions and roles and responsibilities support doing the work of the project?) |  |
| Is there a planned process for monitoring outcomes and impact and measuring progress and results that will give feedback in time to make adjustments?  |  |
| Will the change each intervention produces be enough to outweigh the estimated cost and effort? |  |
| Will the targeted results be accepted as achievement or success? (For example, is everyone in agreement on what effectiveness and success look like?) |  |
| Are all proposed interventions aligned with each other so that they work together to achieve the desired state of performance and results? (For example, are improved recruiting processes aligned to the plans of the school to improve specific student outcomes?)  |  |
| Will there be a critical mass of internal stakeholders to support this effort? (Critical mass is 51 percent of the right people—those who have the influence to bring others along to support the effort, those who can offer resources or support, and those who could stall progress or prevent the work from being sustainable.) |  |
| Will there be a critical mass of external stakeholders to support this effort? |  |
| Other questions |  |

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