



MASTER PLAN

FOOD AND NUTRITION SERVICES

Management

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DEPARTMENT(S): Food and Nutrition Service

Course Group #: 10454599

## RATIONALE:

Managing a complex \$100 million dollar federally funded food program serving over 180,000 meals per day at more than 250 sites requires multiple and varied skill sets including: knowledge of USDA compliance, financial management including inventory and procurement, technology, food safety, culinary, personnel management, staff development, decision making and nutrition. Food and Nutrition Services administrators and managers must continually develop their talents to manage effectively in an ever changing highly competitive market.

The program provides opportunities for skilled individuals entering the Intern Manager Program to learn the skills necessary to manage a school cafeteria. It provides seasoned managers and administrators with the opportunities to continually advance their knowledge and skills, providing these individuals with the chance to advance within the school food service continuum.

A school cafeteria serves as a learning laboratory to teach and practice good nutrition (BCPS Policy 5314). Managers and administrators attain knowledge, skills and aspirations to implement and supervise child nutrition programs. These programs provide nourishing meals to support student achievement and lifelong healthy life styles.

State and Federal Legislation: Chapter 64E-11, Florida Administrative Code; Healthy-Hunger Free Kids Act of 2010 (42 U.S.C 1751 et seq.); BCPS Policy: 5314, Wellness Policy.

<b>INDIVIDUAL</b>				
<b>1.1 DESIRED OUTCOME: Use oral communication skills to achieve desired results.</b>				
<b>LEVEL 5</b>	<b>LEVEL 4</b>	<b>LEVEL 3</b>	<b>LEVEL 2</b>	<b>LEVEL 1</b>
Communicates vision and purpose to subordinate or customer.	Has a clear vision, purpose.	States purpose or outcome that is vague or ambiguous.	Does not state purpose or outcome.	Fails to use oral communication skills to achieve desired results.
Communicates task functions/issues to the subordinate or customer.	Have beginning, development and clear conclusion.	Has beginning, development, but no clear conclusion.	Has a beginning but does not follow through with the development and/or clear conclusions.	
		Is easy to understand, enunciates well and maintains consistent eye contact.	Completely knowledgeable with the topic and can answer all questions satisfactorily.	Is knowledgeable with the topic and can answer questions satisfactorily.
	Achieves buy-in from the subordinate or customer.	Engages in continuous feedback to ensure comprehension.	Has varying rates of speech and eye contact.	Speaks too slowly or too fast with occasional eye contact.
			Allows minimal time for feedback from subordinate or customer.	Does not allow time for feedback from subordinate or customer.

<b>2.1 DESIRED OUTCOME:</b> Uses written communication skills to achieve desired results.				
LEVEL 5	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
<p>Written work is at the reading level of the recipient.</p> <p>Effectively utilizes economy of words while maintaining proper word and sentence structure, spelling, punctuation and capitalization.</p>	<p>Demonstrates proficiency to select the correct and appropriate written method in which to communicate written information.</p> <p>Main ideas are explained with clear details.</p> <p>Written work provides in-depth coverage of the topic.</p> <p>Selects proper word and sentence structure, spelling, punctuation and capitalization.</p>	<p>Selects the correct and appropriate method in which to communicate written information 50% of the time.</p> <p>Provides a clear idea supported by sufficient details 50% of the time.</p> <p>Written work has beginning, development and conclusion.</p> <p>Written work has some errors in word selection, sentence structure, spelling, punctuation and capitalization.</p>	<p>Is unable to select the most appropriate method in which to communicate written information.</p> <p>Unable to provide a clear main idea supported by sufficient details.</p> <p>Written work has beginning and development but lacks conclusion.</p> <p>Written work has many errors in word selection, sentence structure, spelling, punctuation and capitalization.</p>	<p>Unable to communicate a main idea through writing.</p> <p>Demonstrates few writing skills which communicate an idea.</p>
<b>3.1 DESIRED OUTCOME:</b> School sites provide meals/snacks within USDA guidelines, Florida Statutes, and Department/District policies.				
LEVEL 5	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
<p>All employees accurately complete designated portion of production sheets.</p> <p>Employees are able to set up food line without the manager.</p>	<p>Most employees accurately complete designated portion of production sheets.</p> <p>75% of the time employees set up and maintain the food line without correction.</p> <p>At least 2 employees are able to complete "day end."</p>	<p>Some employees accurately complete designated portion of production sheets.</p> <p>50% of time employees set up and maintain the food line without correction.</p> <p>At least one additional employee can complete "day end".</p>	<p>Communicates process of completing production sheets to employees.</p> <p>25% of time employees set up and maintain the food line without correction.</p> <p>Correlates "day end" with the production sheets and seeks input regarding discrepancies.</p>	<p>Accurately completes production sheet documenting food prepared and food served.</p> <p>Sets up and maintains food line according to Offer Versus Serve Guidelines.</p> <p>Completes "day end" recording of meal service and reconciling of production sheets.</p>

<p>Operation can function without a manager 1-2 days.</p> <p>All employees complete accurate HACCP documentation .</p> <p>100% of employees are cross trained to perform 2 or more positions.</p>	<p>75% of all employees participate in accurate HACCP documentation.</p> <p>75% of employees are cross trained to perform 2 or more positions.</p>	<p>50% of employees participate in accurate HACCP documentation.</p> <p>50% of employees are cross trained to perform 2 or more positions.</p>	<p>Explains the edit check process and procedure when meals exceed daily meal factor. Trains employees about HACCP.</p> <p>Cross trains employees to perform in more than 1 production position.</p>	<p>Explains the eligibility process for free and reduced price meals.</p> <p>Follows HACCP guidelines from delivery to service.</p> <p>Performs in all FNS production positions.</p>
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**4.1 DESIRED OUTCOME: Cafeteria staff provide good customer service**

LEVEL 5	LEVEL 4	LEVEL 3	LEVEL 2	LEVEL 1
<p>75% employees correctly use a standardized recipe.</p> <p>Manages the processes to assure timely service to customers.</p>	<p>50% employees correctly use a standardized recipe.</p> <p>Food tastes and looks good 100% of time.</p> <p>Controls negative influences on line waits.</p>	<p>Communicates process of utilizing standard recipe to staff.</p> <p>Food quality/quantity is consistent throughout the meal period.</p> <p>Cashiers are trained to effectively ring up customers.</p>	<p>Adapts recipes efficiently according to desired quantities.</p> <p>Food tastes/looks good most of the time, 80%.</p> <p>Adapts employee work schedules to assure timely completion of food.</p>	<p>Adapts recipes according to desired quantities.</p> <p>Food inconsistently looks/tastes good.</p> <p>Does not understand processes involved in meal service.</p>

<b>5.1 DESIRED OUTCOME:</b> Teach students about good nutrition through example and implementing promotions where the cafeteria serves as a learning laboratory for good nutrition.				
<b>LEVEL 5</b>	<b>LEVEL 4</b>	<b>LEVEL 3</b>	<b>LEVEL 2</b>	<b>LEVEL 1</b>
Coordinates school's wellness initiatives.	Advocates at site for nutrition initiatives.	Teaches nutrition education classes to students.	Attractively displays nutrition education materials in the cafeteria.	Provides teachable moments to students in the serving line.
<b>6.1 DESIRED OUTCOME:</b> Manages the operation so there are minimal incidents with self or others.				
<b>LEVEL 5</b>	<b>LEVEL 4</b>	<b>LEVEL 3</b>	<b>LEVEL 2</b>	<b>LEVEL 1</b>
Employees at site are involved in no incidents to self or others.	Documents on coaching/training log and utilizes progressive discipline to hold employees accountable for following safe practices.	Monitors employee compliance to HACCP and safety practices.	Conducts training sessions for employees on HACCP and correct usage of equipment.	Manager safely uses all equipment.
<b>7.1 DESIRED OUTCOME:</b> Demonstrates the ability to lead others in a positive and motivating work environment.				
<b>LEVEL 5</b>	<b>LEVEL 4</b>	<b>LEVEL 3</b>	<b>LEVEL 2</b>	<b>LEVEL 1</b>
Implements change effectively.  Effectively holds employees accountable for performance through progressive discipline and the evaluation process.	Adapts leadership style in managing others.  Provides effective coaching to subordinates.  Participates in discussions, builds upon the ideas of others and actively encourages participation of the team.	Aware of their leadership style but cannot effectively use in managing others.  Demonstrates how to be a coach and mentor as documented on the coaching log.  Participates without monopolizing discussions and listens to others.  Takes and active role in the change process.  Sets clear expectations.	Basic understanding of the different leadership styles.  Can explain the role of a coach and mentor.  Participates in discussions but cannot bring out ideas from others.  Recognizes when an employee is not performing to standards but is not comfortable taking corrective action  Identifies employee issues.	Is not familiar with leadership styles and their application to promote a motivating work environment.

<b>8.1 DESIRED OUTCOME: Uses research-based quality tools to solve problems and modify work processes that improve productivity and product quality.</b>				
<b>LEVEL 5</b>	<b>LEVEL 4</b>	<b>LEVEL 3</b>	<b>LEVEL 2</b>	<b>LEVEL 1</b>
<p>Successfully implements change in work schedules of team to increase productivity and service.</p>	<p>Manages the team(s) through complex problems by offering creative solutions.</p> <p>Consistently uses established criteria to set work priorities.</p> <p>Uses critical thinking to evaluate a situation/problem before making a decision.</p> <p>Achieves productivity goals (meals per manhour).</p>	<p>Assists in problem solving and offers some solutions.</p> <p>At least 50% of the times, sets work priorities based on established criteria.</p> <p>Uses prior experiences unsuccessfully to evaluate a situation or problem.</p> <p>Delegates and monitors work assignments but requires assistance in identified most qualified person.</p>	<p>Assists in problem solving but does not offer solutions.</p> <p>Relies on superiors to set work priorities.</p> <p>Asks others for their opinion prior to making a decision.</p> <p>Recognizes obstacles which interfere with work production and offers solutions.</p> <p>Requests superior intervention with the removal of obstacles which interfere with work productivity.</p>	<p>Is not able to provide assistance with problem solving and process that improve productivity.</p>
<b>9.1 DESIRED OUTCOME: Uses interpersonal skills to build effective working relationships.</b>				
<b>LEVEL 5</b>	<b>LEVEL 4</b>	<b>LEVEL 3</b>	<b>LEVEL 2</b>	<b>LEVEL 1</b>
<p>Serves as a role model, mentoring future leaders</p> <p>Develops a genuine interest in all peers, subordinates, superiors and customers, listens without advising and establishes harmony among these stakeholders.</p>	<p>Models all components of professionalism.</p> <p>Resolves conflict based on objective criteria to encourage a win-win situation.</p> <p>Demonstrates sensitivity and respect for the diversity of peers, subordinates, superiors and customers.</p>	<p>Models some components of professionalism.</p> <p>Sometimes is able to bring team together to resolve differences.</p> <p>Respectfully interacts among peers, subordinates, and superiors and customers.</p>	<p>Basic understanding of the need for professionalism in the workplace but is unfamiliar with components.</p> <p>Maintains confidentiality appropriately among peers, subordinates, superiors and customers.</p> <p>Establishes an action plan to build rapport among employees.</p>	<p>Demonstrates poor interpersonal skills.</p> <p>Basic understanding of confidentiality and privacy.</p> <p>Unsure of means to establish rapport among team.</p>

<b>10.1 DESIRED OUTCOME: Site Food and Nutrition operations are financially sound.</b>				
<b>LEVEL 5</b>	<b>LEVEL 4</b>	<b>LEVEL 3</b>	<b>LEVEL 2</b>	<b>LEVEL 1</b>
Achieves agreed upon financial goals.	Inventory (dollar value) is maintained at appropriate levels based on meal participation.  Implements change in practices to achieve financial benchmarks.	Site experiences minimal shortages of food and supplies.  Utilizes P and L data to compare data to local financial benchmarks.	Utilizes Market Order Worksheet to order food and supplies.  Utilizes P and L data to measure performance against site history.	Does not use Market Oder worksheet to determine food and supply orders.  Does not understand the P and L statement.

# Data Collection Plan

End Goal of plan:

Nourishing meals are provided for students and staff which support student achievement and lifelong healthy life styles.

What type of data needs to be collected?	What sources of data will help the investigation?	Are the data available or do new data need to be collected?	Where are these data located?	Who will be responsible for collecting these data?	When will these data be collected?
Health inspector reports	FDOH, Broward County	Available	School site And assigned District location	FNS Manager / Assigned District clerical staff	On-going through-out the year
Meal accounting data	Day End reports	Available	On-site reviews  Manager office	FNS manager	Daily
Meals and portions served, quantity prepared, quantity left over	Preplanning and Production Sheets  Coaching logs	Available	On-site District office	FNS manager Area supervisor	On-going
Employee performance Reviews					
Work comp incidents	Work comp reports	Available	Department Work Comp Designee office	Work Comp Department	On-going



Area of Impact	Formative Measures	Summative Measures
Teacher Practices		
Leadership Practices	Observations Meeting/class agendas Coaching logs Annual employee evaluations	<ul style="list-style-type: none"> <li>• On-site reviews</li> <li>• On-site observation reports</li> <li>• Department of Health reports</li> <li>• Site participation rates at breakfast and lunch</li> <li>• School grade</li> </ul>
Collaboration Practices	<ul style="list-style-type: none"> <li>• District staff development</li> <li>• State of Florida, FLDOAC expert presentations</li> <li>• Professional organization presentations</li> </ul>	Federal and state audits
Student Learning	<ul style="list-style-type: none"> <li>• Classroom training on Offer Versus Serve</li> <li>• Classroom training on nutrition</li> <li>• One on one training/ reinforcement in cafeteria line</li> </ul>	Review of student trays

# Master Plan Self-Assessment Tool

(For use by implementers of the Plan)

Please review the innovation configuration components, desired outcomes, and described behaviors. Identify for each desired outcome the level that most closely describes your current practice. Place an x in the box for the appropriate level.

<b>Component 1 Desired Outcome 1.1</b>					<b>Component 1 Desired Outcome 2.1</b>					<b>Component 1 Desired Outcome 3.1</b>					<b>Component 1 Desired Outcome 4.1</b>					<b>Component 1 Desired Outcome 5.1</b>				
Level 5	Level 4	Level 3	Level 2	Level 1	Level 5	Level 4	Level 3	Level 2	Level 1	Level 5	Level 4	Level 3	Level 2	Level 1	Level 5	Level 4	Level 3	Level 2	Level 1	Level 5	Level 4	Level 3	Level 2	Level 1
X						x				x					x							x		

<b>Component 1 Desired Outcome 6.1</b>					<b>Component 1 Desired Outcome 7.1</b>					<b>Component 1 Desired Outcome 8.1</b>					<b>Component 1 Desired Outcome 9.1</b>				
Level 5	Level 4	Level 3	Level 2	Level 1	x	Level 4	Level 3	Level 2	Level 1	Level 5	Level 4	Level 3	Level 2	Level 1	Level 5	Level 4	Level 3	Level 2	Level 1
	X				x						X					X			

<b>Component 1 Desired Outcome 10.1</b>																								
Level 5					Level 4					Level 3					Level 2					Level 1				
					X																			

What do I need to move to the next level?

Managers/administrators who demonstrate proficiency in Food and Nutrition Services Management are encouraged to advance to additional positions (assistant coordinator, area supervisor, coordinator, director). These positions require the minimum of a bachelor’s degree and a master’s degree is desirable. Managers may advance within the field to different school levels (middle, high school, manager of multiple schools).