Planning & Evaluating Your Service

Service Timeline (p. 23)
This snapshot outlines the key service planning milestones service members meet over the course of the year. It includes key program deadlines for planning tools, including the FoodCorps Menu & Action Plan, the Healthy School Progress Report, and the School & Community Guide.

FoodCorps Menu & Action Plan (p. 24)
Service members will complete the FoodCorps Menu & Action Plan in partnership with their school(s) and service site supervisor. They will identify both required and optional FoodCorps service member activities they want to prioritize, what key school community contacts will support service members in doing those activities, what resources will be needed, and other details that will allow service members to create a schedule for the year. Once finalized, service members and site supervisors will collaborate on an accompanying Service Member Worksheet that outlines additional key service details.

Sample School Schedule (p. 37)
This Sample School Schedule outlines an example week in the life of a FoodCorps service member. Please note that service members are not expected to follow this exact schedule. Because each school co-develops its own Action Plan, every service member’s schedule will look slightly different.

The Toolshed
The FoodCorps Toolshed is an online resource hub. It includes FoodCorps-specific materials and other relevant and time-tested resources from FoodCorps partners. This searchable database is available to service members, state partners, and service sites.

The Toolshed is searchable based on FoodCorps’ areas of service. Service members can use it to easily find resources that help them achieve their Action Plan goals. For example, if your team sets a goal to develop a taste-testing program, you can search the Toolshed under “Healthy School Meals” using the keyword “taste tests.” You can also mark a resource as a “favorite” to return to later. Reference your Unlocking the Toolshed handout for more information.

Key Tools (Found in Appendix)

Healthy School Progress Report
Service members will work with their service site supervisor, school advisor, and other school community members to complete the FoodCorps Healthy School Progress Report. The Progress Report is an opportunity assessment that looks at the three primary areas of the school food environment: hands-on learning, healthy school meals, and a schoolwide culture of health.

School & Community Guide
FoodCorps service members use the School & Community Guide to record important contacts, resources, and partners of the school. This ensures that important information is recorded and passed on from year to year.
**Observation & Coaching Tool**
The FoodCorps Observation & Coaching Tool is intended to support service members in delivering high-quality hands-on learning experiences to students by providing a clear, consistent definition of the basic components of effective lesson planning and teaching. You should not use the tool to grade or assess; instead, use it to capture and describe what worked well and to guide conversations about what could be improved about how a specific lesson was planned.

**Know Your State & District Policies Worksheet**
The choices schools can make about their food environment are often governed by policies at many levels: federal, state, district, and school. These policies can directly influence students’ experiences of and decisions about food in school. These policies may make it easier—or harder—for your school community to make certain changes, so it is important to understand what policies are in place and how you might be able to influence them. This optional worksheet outlines some of the policies that are helpful to know about at the start of your service term. If you are at a continuing FoodCorps partner school, you can find answers to these questions completed in last spring’s Progress Report. If you are at a new school, you can find support at your school to answer these questions, starting with your school administration.
2019–20 SERVICE TIMELINE

1. Understand your school’s current food environment.
   - Participate in your school orientation.
   - Review last year’s completed Healthy School Progress Report (if at a returning school).
   - With support from your service site supervisor and school advisor, interview key school community members individually or in groups to complete all Healthy School Progress Report questions (new schools only).
   - DUE OCTOBER 31: Healthy School Progress Report (new schools only)

   - Work with your service site supervisor and school advisor to complete or update your FoodCorps Menu & Action Plan (your school may have completed a version before you arrived; it is intended to be updated together with you).
   - Review the final plan with your service site supervisor and school advisor.
   - DUE OCTOBER 31: FoodCorps Menu & Action Plan

3. Check your progress.
   - With your service site supervisor, your school advisor, and other key school community members, refer to your FoodCorps Menu & Action Plan throughout the year to make sure you’re on track; adjust plans as needed.
   - Celebrate and share your successes along the way!

   - With your school community, document progress made over the past year by updating your Healthy School Progress Report.
   - Celebrate your achievements this year!
   - Talk to your school community about their vision for the next year, and document that vision in your School & Community Guide.
   - DUE MAY 29: Healthy School Progress Report
   - DUE JUNE 26: School & Community Guide
Overview

The FoodCorps Menu & Action Plan is a tool to support collaboration between the service member, site supervisor, and school staff in planning for an impactful year of service. It includes three components: 1) the School Menu, 2) the Action Plan, and 3) the Service Member Worksheet. Please treat this as a living document to be revisited and edited to support planning, collaboration, and reflection throughout the year.

Instructions & Deadlines

School Menu (p. 25), completed by the site supervisor and school advisor and due August 1, 2019. The Menu asks school staff to identify priorities for service within their community, and should align with opportunities identified on the school’s Healthy School Progress Report. This should be filled out by the site supervisor and school advisor before the service member arrives.

Action Plan and Service Member Worksheet, rough draft due October 1, 2019 and final online submission due October 31, 2019. The Action Plan supports the service member, site supervisor, and school advisor to document the details of day to day service, and to identify key contacts, resources, and sources of support. The Service Member Worksheet focuses on the service member’s schedule and professional development plan. The service member will work with the site supervisor and school advisor to complete all required fields (highlighted in green) in both sections. The rough draft will be completed via Google Docs and the final draft will be submitted online via an invitation from FoodCorps National staff.
**HANDS-ON LEARNING**

**Required**
- FoodCorps service member teaches or co-teaches ongoing hands-on, food-based lessons in the classroom or garden.*
- *FoodCorps service members are typically available to teach 2–4 hours per day.*
- *FoodCorps service members are expected to teach or co-teach a minimum of 80 students for 10+ instructional hours each.*

**Additions**
- FoodCorps service member supports development and/or maintenance of the school garden.
- FoodCorps service member teaches or co-teaches a before- or after-school club/program.
- Other activities: __________________________

**HEALTHY SCHOOL MEALS**

**Required**
- FoodCorps service member has a regular presence as a positive role model in the school cafeteria or primary mealtime location during lunch throughout the week, through at least one of the following:
  - FoodCorps service member leads ongoing taste tests in partnership with cafeteria staff.
  - FoodCorps service member partners with cafeteria staff to make the meal line and overall cafeteria environment inviting and welcoming.
  - FoodCorps service member helps promote healthy meal options in partnership with cafeteria staff.

**Additions**
- FoodCorps service member has a regular presence as a positive role model during breakfast (in the cafeteria or classroom) and/or does breakfast promotion in partnership with cafeteria staff.
- Other activities: __________________________

**SCHOOLWIDE CULTURE OF HEALTH**

**Required**
- FoodCorps service member leads an introductory FoodCorps presentation to all school staff in August or September.
- FoodCorps service member joins school health/wellness/garden committee(s), if they exist.

**Additions**
- FoodCorps service member leads additional school staff engagement or training opportunities.
- FoodCorps service member leads family engagement opportunities [e.g., family newsletters, family cooking nights, etc.] in partnership with the school.
- Other activities: __________________________
**HANDS-ON LEARNING Action Plan**

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* FoodCorps service members are typically available to teach 2–4 hours per day.
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**Addition**

**Day(s) of the week:**

**Time(s):**

**Key school contacts:**

**Key resources needed:**

**Other details:**

**Club/Program:**

**Day(s) of the week:**

**Time(s):**

**Key school contacts:**

**Key resources needed:**

**Other details:**

**Frequency of activity:**

**Key school contacts:**

**Key resources needed:**

**Other details:**

**Other activities:**

**Key school contacts:**

**Key resources needed:**

**Other details:**

**HANDS-ON LEARNING Action Plan**
HEALTHY SCHOOL MEALS  Action Plan

Required

FoodCorps service member has a regular presence as a positive role model in the school cafeteria or primary mealtime location during lunch throughout the week.

MONDAY
Service member present? Yes  No
Grade level(s): __________________________
Time(s): __________________________

THURSDAY
Service member present? Yes  No
Grade level(s): __________________________
Time(s): __________________________

TUESDAY
Service member present? Yes  No
Grade level(s): __________________________
Time(s): __________________________

FRIDAY
Service member present? Yes  No
Grade level(s): __________________________
Time(s): __________________________

WEDNESDAY
Service member present? Yes  No
Grade level(s): __________________________
Time(s): __________________________

Key school contacts for cafeteria activities: ______________________________________

Suggested activity to meet requirement

FoodCorps service member leads ongoing taste tests in partnership with cafeteria staff.

SERVICE MEMBER AND KEY SCHOOL CONTACTS LISTED ABOVE WILL COMPLETE THE NEXT SECTION TOGETHER AT THE START OF THE YEAR

Activity details: ____________________________________________
Frequency of activity: ________________________________________
Key resources needed: ________________________________________
**HEALTHY SCHOOL MEALS  Action Plan**

**Suggested activity to meet requirement**

☐ FoodCorps service member partners with cafeteria staff to make meal line and overall cafeteria environment inviting and welcoming.

SERVICE MEMBER AND KEY SCHOOL CONTACTS LISTED ABOVE WILL COMPLETE THE NEXT SECTION TOGETHER AT THE START OF THE YEAR

Activity details: 

Frequency of activity: 

Key resources needed: 

**Suggested activity to meet requirement**

☐ FoodCorps service member helps promote healthy meal options in partnership with cafeteria staff.

SERVICE MEMBER AND KEY SCHOOL CONTACTS LISTED ABOVE WILL COMPLETE THE NEXT SECTION TOGETHER AT THE START OF THE YEAR

Activity details: 

Frequency of activity: 

Key resources needed: 
Addition

☐ FoodCorps service member has a regular presence as a positive role model during breakfast (in the cafeteria or classroom) and/or does breakfast promotion in partnership with cafeteria staff.

SERVICE MEMBER AND KEY SCHOOL CONTACTS LISTED ABOVE WILL COMPLETE THE NEXT SECTION TOGETHER AT THE START OF THE YEAR

Activity details: ____________________________________________________________
Frequency of activity: ______________________________________________________
Key resources needed: ______________________________________________________

Addition

☐ Other activities: __________________________________________________________

Frequency of activity: ______________________________________________________
Key school contacts: ________________________________________________________
Key resources needed: ______________________________________________________
Other details: ______________________________________________________________
## Schoolwide Culture of Health Action Plan

### Required

- **FoodCorps service member leads an introductory FoodCorps presentation to all school staff in August or September.**

  **Scheduled date and time:** 
  **Duration:**
  **Number of participants:**

- **FoodCorps service member joins school health/wellness/garden committee(s), if they exist.**

  **Committee:**
  **Frequency:** Weekly | Every other week | Monthly
  **Day(s) of the week:** Mon. | Tues. | Wed. | Thurs. | Fri.
  **Time(s):**
  **Key school contacts:**
  **Other details:**

  **Committee:**
  **Frequency:** Weekly | Every other week | Monthly
  **Day(s) of the week:** Mon. | Tues. | Wed. | Thurs. | Fri.
  **Time(s):**
  **Key school contacts:**
  **Other details:**

  **Committee:**
  **Frequency:** Weekly | Every other week | Monthly
  **Day(s) of the week:** Mon. | Tues. | Wed. | Thurs. | Fri.
  **Time(s):**
  **Key school contacts:**
  **Other details:**
SCHOOLWIDE CULTURE OF HEALTH  Action Plan

Addition

☐ FoodCorps service member leads additional school staff engagement or training opportunities.

Existing school staff engagement or training opportunities: ____________________________________________
Key school contacts for those opportunities: ______________________________________________________
At the start of the year, service members will plan other opportunities in collaboration with the following stakeholders: _______________________________________________________

Addition

☐ FoodCorps service member leads family engagement opportunities (family newsletters, family cooking nights, etc.) in partnership with the school.

Existing school staff engagement or training opportunities: ____________________________________________
Key school contacts for those opportunities: ______________________________________________________
At the start of the year, service members will plan other opportunities in collaboration with the following stakeholders: _______________________________________________________

Addition

☐ Other activities: ____________________________________________________________

Frequency of activity: ________________________________________________________________
Key school contacts: ________________________________________________________________
Key resources needed: ________________________________________________________________
Other details: ________________________________________________________________________
### 1) Weekly Schedule

Please feel free to use this template to outline your weekly schedule. Make note of class data such as teacher name, location, time, which school, and frequency. If you alternate schools each week, feel free to fill out two schedules and label them.

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**Schedule Checklist** | Please work with your site supervisor to ensure that your schedule includes all of the following:

- At least 30 minutes for a lunch break each day
- Adequate time for planning & preparation
- A regular presence in the cafeteria
- Specific class times with teacher names
- Weekly, individual check-ins with Site Supervisor
2) REQUIRED ACTIVITY: Vegetable Preference Survey Sample Group Details

- Review the instructions included in the Vegetable Preference Survey Packet.
- Submit a list of ongoing classes (second grade or above with stable attendance/same students each time) to your Program Coordinator or Team Leader who will then select your survey group.
- Record the group name, school, or program name, and plan you intend to follow for ensuring that sample group receives 10+ hours of nutrition-, food-, and garden-based education.

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<th>Class/group name</th>
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Plan for reaching 10 hours

3) REQUIRED ACTIVITY: Professional Development for Your Service

What specific skills do you most need to develop and hone over the upcoming year to successfully serve your schools? Review the FoodCorps Core Competencies, and identify 2–3 top competencies that you plan to work on. What is your plan for developing these competencies? For example, attending local, state, or online trainings; connecting with community partners; having an experienced educator observe your teaching, etc.

<table>
<thead>
<tr>
<th>PD Goal #1</th>
<th>Plan for meeting Goal #1</th>
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<tbody>
<tr>
<td>PD Goal #2</td>
<td>Plan for meeting Goal #2</td>
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<td>PD Goal #3</td>
<td>Plan for meeting Goal #3</td>
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4) REQUIRED ACTIVITY: Summer Activities (to be revisited in spring 2020)

<table>
<thead>
<tr>
<th>School end date</th>
<th>Describe proposed service activities during summer</th>
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5) REQUIRED ACTIVITY: School Year Schedule Review

Once you complete your FoodCorps Menu & Action Plan(s) in collaboration with your school(s), review your activities with your supervisor to ensure your schedule will be realistic and achievable. If you are serving two schools, it’s especially important to closely look at your combined schedule. Questions to discuss include the following:

- Do I have enough time built in to plan and prepare for lessons and other activities?
- Are there any missing pieces (resources needed, key school staff, etc.) that are essential to success? If so, how can we fill in those blanks?
- Does anything in my schedule feel unrealistic? Why, and how should we address it?
- What am I most excited about? What am I most concerned about?
- What date should we schedule for our first FoodCorps Menu & Action Plan check-in to see how things are going?

Please sign below once you have completed your review together and addressed questions and concerns.

Service member signature          Supervisor signature          Date
### Sample Service Member Schedule

#### MONDAY
- 8:00–9:00: Planning and prep block
- 9:00–10:00: Classroom or garden lesson
- 10:00–11:00: Classroom or garden lesson
- 11:00–12:00: Meetings with teachers
- 12:00–1:00: Lunch and break
- 1:00–2:00: Planning and prep block
- 2:00–3:00: Classroom or garden lesson
- 3:00–4:00: Parent Teacher Association meeting*
- 4:00–5:00: Family cooking night*
- 5:00–7:00: Farming and maintenance

#### TUESDAY
- 8:00–9:00: Planning and prep block
- 9:00–10:00: Classroom or garden lesson
- 10:00–11:00: Classroom or garden lesson
- 11:00–12:00: Cafe presence
- 12:00–1:00: Lunch and break
- 1:00–2:00: Planning and prep block
- 2:00–3:00: Classroom or garden lesson
- 3:00–4:00: Family cooking night*
- 4:00–5:00: Farming and maintenance

#### WEDNESDAY
- 8:00–9:00: Planning and prep block
- 9:00–10:00: Classroom or garden lesson
- 10:00–11:00: Classroom or garden lesson
- 11:00–12:00: Cafe presence
- 12:00–1:00: Lunch and break
- 1:00–2:00: Planning and prep block
- 2:00–3:00: Classroom or garden lesson
- 3:00–4:00: Family cooking night*
- 4:00–5:00: Farming and maintenance

#### THURSDAY
- 8:00–9:00: Planning and prep block
- 9:00–10:00: Classroom or garden lesson
- 10:00–11:00: Classroom or garden lesson
- 11:00–12:00: Cafe presence
- 12:00–1:00: Lunch and break
- 1:00–2:00: Planning and prep block
- 2:00–3:00: Classroom or garden lesson
- 3:00–4:00: Family cooking night*
- 4:00–5:00: Farming and maintenance

#### FRIDAY
- 8:00–9:00: Planning and prep block
- 9:00–10:00: Classroom or garden lesson
- 10:00–11:00: Classroom or garden lesson
- 11:00–12:00: Meetings with teachers
- 12:00–1:00: Lunch and break
- 1:00–2:00: Planning and prep block
- 2:00–3:00: Classroom or garden lesson
- 3:00–4:00: Family cooking night*
- 4:00–5:00: Farming and maintenance

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**Service members deliver engaging, hands-on learning opportunities to students**

**Optional—service members can help students show up to class well-nourished by promoting breakfast**

**This can include a variety of activities! Service members will plan details with cafeteria and school staff at the start of the year**

**Planting, weeding, watering, and building raised beds will keep your school garden healthy!**

**Planning, set-up, and cleanup takes time!**

**Family engagement activities are one form of school community engagement**

**Optional—service members can lead a Sprout Scouts club**

**Service members broadly engage school community members throughout all activities**