BURNET MIDDLE SCHOOL

School Professional Development Committee
Profile and Sign-Off Sheet

Please write all of your responses for the school professional development plan on the template. You will want to refer to the guidance document for an explanation of each of the sections in the plan and for a list of helpful tools and resources in the Collaborative Professional Learning in School and Beyond tool kit.

SECTION ① SCHOOL PROFILE

Name of School: Burnet Middle School

School Address: 1000 Caldwell Ave

Principal: Ray Salvatore   E-mail rsalvatore@twpunionschools.org   Phone _____

Grade Levels: 6-8   Student Enrollment: 1053

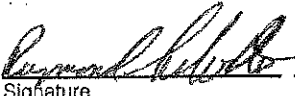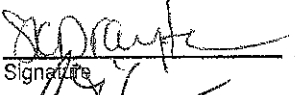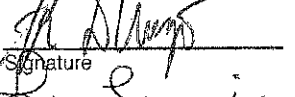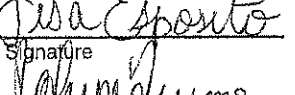**Staff (provide number of staff members in each category):**
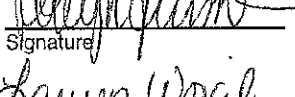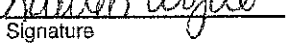
Teachers: __47__ Content Area   __22__ Special Education   __19__ Special Area Teachers (Arts, Phys. Ed, Tech)
__18__ Education Services Personnel (child study, guidance, library, speech, therapists, nurses, etc.)
__10__ Paraprofessionals

Administrators: __3__

Date submitted May 1, 2014

Please provide the following information for the School Professional Development Committee:

Chair:

Name	Signature	Position	Term Expires	Email
Ray Salvatore	*(signature)*	Principal	2019	rsalvatore@twpunionschools.e
Chair Name (please print)	Signature	Position	Term Expires	Email
Sharon Drayton	*(signature)*	Vice Principal	2019	sdrayton@twpunionschools.o
Name (please print)	Signature	Position	Term Expires	Email
Richard D'Avanzo	*(signature)*	Teacher	2019	rdavanzo@twpunionschools.o
Name (please print)	Signature	Position	Term Expires	Email
Lisa Esposito	*(signature)*	Teacher	2019	lesposito@twpunionschools.o
Name (please print)	Signature	Position	Term Expires	Email
Robyn Furman	*(signature)*	Teacher	2019	rfurman@twpunionschools.org
Name (please print)	Signature	Position	Term Expires	Email
Lauren Wojcik	*(signature)*	Teacher	2019	lwojcik@twpunionschools.org
Name (please print)	Signature	Position	Term Expires	Email

TEMPLATE FOR
SCHOOL PROFESSIONAL DEVELOPMENT PLAN
2014-2015

Please write all of your responses for the school professional development plan on the template. You will want to refer to the guidance document for an explanation of each of the sections in the plan and for a list of helpful tools and resources in the Collaborative Professional Learning in School and Beyond tool kit.

To begin typing in each section, place the cursor at the end of the last question in the section and hit enter/return key.

SECTION ② BUILDING A SCHOOL PROFESSIONAL DEVELOPMENT PLAN:
A. Reflection

Provide a narrative that reflects the committee's thinking on the following questions:

1. What were the positive aspects of previous professional development opportunities in the district or school that should be retained and replicated?
2. How did those opportunities address the needs of staff and enhance student learning?
3. Through previous evaluations of the professional development program, has the school been able to document how professional development is improving teacher practices and student learning? If yes, describe how the task has been accomplished.
4. How has previous professional learning been aligned to the district and school priorities and key initiatives and programs?
5. What challenges has the district or school faced in the past in providing professional development?
6. How will these challenges be addressed in this School Professional Development Plan?

The 2013-2014 professional development program for staff members of the Burnet MS continued to plan three-five hour professional development days for the teaching staff. We have also continued creating professional learning centers for teacher collaboration. Topics for these sessions were intended to respond to classroom and building needs. The topics included in the professional development included blood borne pathogens, catapult web training, Teachscape (domains 1-4), SGO/SGP, Common Core standards, de-escalation strategies, middle school LAL sessions, middle school Math from Rutgers, and Prosper training.

The staff continues to provide on-going feedback via the on-line portal which is constructive for improvement of future PD activities. In addition, the staff will complete a survey on school culture and diversity.

ASK, administered in grades 6 and 8, are precursors to the High School Proficiency Assessment, a graduation requirement administered in grade 11. Results from the assessments are analyzed and used for program evaluation and modification. For example, an additional Math course was added for seventh grade students achieving ASK scores between 240-260 and meeting other criteria. This Math Acceleration class captured students that did not meet requirements for seventh grade Pre-Algebra; however, they accelerated in their previous math class. The school continues to implement technological progress to increase student achievement in language arts/literacy and mathematics.

Burnet's School Improvement Panel identified benchmarks to meet school-level goals. Supervisors encouraged staff to participate in collaborative interdisciplinary teaching and that is happening because of the implementation of PLCs. We continue to strive to meet goals still to be met and are repeated listed in our annual school plan. The weather cancelled one of our five hour PD sessions, however, the sessions were rescheduled separately during Supervisor or staff meetings. Although we have added Smart boards

and newer technologies to the classrooms, we still face the challenge to upgrade the buildings infrastructure so it can sustain current technology.

SECTION ② BUILDING A SCHOOL PROFESSIONAL DEVELOPMENT PLAN:

B. Needs Assessment

Provide the definition for question (1) and then describe the answers to (2) and (3) in narrative form:

1. What is the school's definition of student achievement? Please consider the following questions to guide your discussion: Is it high test scores on standardized tests? Is it improvement on local assessments? Or should the definition include other positive student outcomes such as confidence in academic and social situations, student responsibility for learning, or the ability to apply new skills to real life situations? What changes in student behavior are we trying to create? What will student success look like in our school? This definition should be developed with input from the entire faculty.
2. Include both the school-based performance data as well as other information identified as evidence of professional learning needs of staff. These might include formal and informal surveys of teachers, focus groups with teacher teams, team documentation of goals and outcomes, or other identified needs from other key stakeholders, including staff, students, parents and community members.
3. Provide a brief narrative of how the school committee is using school-based performance and other data to drive the professional development needs in the school. Be specific.

In order for students to achieve, they need to learn how to inquire, think critically and gain knowledge, as well as draw conclusions, make informed decisions, and apply knowledge to new situations, thereby creating new knowledge to assist them in becoming lifelong learners. Using this newly acquired knowledge, students will be able to assume personal responsibility to participate ethically and productively in our society, while pursuing personal and aesthetic growth.

School-based performance data is derived through mirrored assessments on Genesis, data analysis using Prosper (item by item) for teachers to focus on areas of weakness/test clarity, pre and post score comparison, and mid/end of year skill proficiency exams. Teachscape will be utilized for the individual professional needs based on voluntary use or yearly observations. PD is derived as a result of information gleaned from school based data.

SECTION ❷ BUILDING A SCHOOL PROFESSIONAL DEVELOPMENT PLAN:
C. Professional Development Goals for the School

1. List the school's established student learning goals and other learning needs. These should:
   * be based on school district goals;
   * be aligned to school improvement plans;
   * be based on an analysis of the Needs Assessment Data;
   * support enhanced student learning; and
   * be measurable and attainable.
2. List your school's professional development goals. These should be specific,measurable, achievable, relevant, and time-bound.
   a. Specific: Be specific about what is to be accomplished
   b. Measurable: Identify how the goal will be measured
   c. Attainable: Ensure the capacity exists to accomplish the goal
   d. Results Based: Identify the benchmarks and outcomes for the goal
   e. Time-bound: Set a specific timeframe for completing the goal
3. Provide an explanation of how your professional development goals align with your school goals.

Our School's professional development goals are to:
1. Assist educators in acquiring content knowledge within their own disciplines and in application to other disciplines, in accordance with the NJCCCS.
2. Enable educators to adjust instructional strategies based on knowledge of how students learn and develop as well as addressing the needs of individual students.
3. Enable educators to select, construct, and implement assessment strategies for monitoring student learning, influencing classroom practice, and making appropriate preparations for standardized assessments.
4. Assist educators in recognizing and respecting students' strengths, talents, abilities, and perspectives.
5. Develop a school culture that foster continuous improvement and that responds t emerging challenges.
6. Increase awareness of available resources through grants from the Township of Union Education Foundation to meet individual and building PD goals.
7. Continue to involve parents, caregivers, and community members in support of student learning.
8. Promote a positive school culture with colleagues through a framework of conversations which promote student achievement.

The planned PD opportunities will be implemented during the 2014-15 school year in a variety of ways. Burnet's SIP committee will provide activities that will clearly respond to the specific needs of our school. Programs will include, but not be limited to, continuing effective professional learning communities, effective classroom practice – including tierring and differentiation, assessment design, and implementation of technology. Some workshops will concentrate on grade-level staff while others will focus on content areas; some will provide opportunities for colleagues across grade-levels and/or subject areas to interact and discuss possible integration/interdisciplinary strategies.

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SECTION ② BUILDING A SCHOOL PROFESSIONAL DEVELOPMENT PLAN:
D. School Professional Development Opportunities

1. Describe the professional development structures and designs in the school. For instance, will professional development be offered for team based learning, online learning, workshops or other venues? Will partnerships be developed with universities, county colleges, and other educational organizations to support adult learning in the schools? Will schools partner grade levels or departments? How will teams look at student work or create common assessments together? How will teams be supported in observing the practices of other team members? How will learning opportunities for teachers address the needs of all student populations (ELL, Bilingual, Special Needs, G and T, etc.)? In this section describe the varieties of contexts in which professional development will be offered rather than a listing of trainings or a catalog of events.
2. What are some of the key NJ Core Curriculum Content Standard areas on which the school will focus their professional development?
3. Indicate the connection between student learning goals and the professional development within the school.
4 How will the school communicate the professional development plan to all staff members?

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Partnerships will continue to positively affect our school professional development. Our district has a partnership with Rutgers and will continue to consult with the university for PD as needed. In addition, partnerships within the district like transitional grade planning (5th to 6th) and PLCs (based on clusters, grade levels, and/or content) will occur within BMS. Supervisors will continue to aid teachers in applying the new CCCS in Math and LAL through professional development. Supervisors and BMS administration will communicate the professional development plan to all staff through emails, staff meeting and content meetings.

SECTION ② BUILDING A SCHOOL PROFESSIONAL DEVELOPMENT PLAN:

E. Professional Development Resources

1. Include a description of time allocation and supporting resources needed to meet the professional development goals. Collaborative school teams can indicate how time for professional learning is created. For instance, is time provided for professional learning in interdisciplinary, grade level, or content area collaborative teams and staff meetings? Do teachers use planning time for collaborative professional learning? What resource materials and consultant expertise are provided for professional learning?
2. Identify the resources and structures in place in the school that demonstrate that the school community values and nurtures quality professional development for adult learners. These might include dedicated professional learning days or summer or after school opportunities.

Time commitments are reflected in the inclusion in the school calendar of one PD day of five hours, five – two hour sessions, and two professional days per staff member to attend conferences/workshops. This includes staff members making visitations to other schools outside the district, as stipulated in the collective bargaining agreement.

The professional development structures in our school will include support for the continual development of PLCs, peer coaching, mentoring, and teacher collaboration. PD workshops will focus on SGOs/SGPs, Teachscape, PARCC testing, and the CCCS. In addition, teachers can implement individual PD through the Teachscape evaluation program for teachers. Some areas of key focus will be classroom best practices, math, and literacy and technology standards. Professional development will be directly aligned with school goals. The plan will be communicated via Teachscape as well as staff and PLC meetings. Professional consultants may be called into share services not exceeding $3,000.00 in fees for the entire school year.

SECTION

2

BUILDING A SCHOOL PROFESSIONAL DEVELOPMENT PLAN:

F. Ongoing Assessment and Evaluation of the School Professional Development Plan

1. What knowledge, skills or behaviors will educators learn as a result of the School Professional Development Plan and what evidence will you have to indicate staff has learned new skills?
2. What student data will be used to determine how these knowledge, skills or behaviors impacted student learning?
3. What additional data is needed to support the program evaluation process?
4. How will the School Professional Development Plan encourage job-embedded collaboration and what is the evidence to support this?
5. What data are needed to answer the evaluation questions? School teams should also use existing data from the school district such as student achievement results on standardized tests, but should also think about how to gain input about its relevance to teachers and whether it impacted their practice. For instance, the School Professional Development Committee might consider the following questions:
   - How might you consider holding focus groups to get teacher input on needed professional learning?
   - How might you conduct surveys of staff and stakeholders to get input on opportunities to offer?
   - How will you examine and tabulate individual evaluation forms from specific events or team meetings to determine usefulness of professional learning offered in the past that you might repeat for other staff?

We remain committed to our vision of PD as an evolving, connected process, having learned from both the failures and successes of the past. We will revisit PD goals using feedback and evaluation from staff, administration, and family involvement. Whenever, possible, we will incorporate recommendations from our feedback. Surveys by the staff will be used to determine what is needed to support the evaluation process.

School Level Professional Development Planning Template

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SECTION ❸ SCHOOL PLAN SUMMARY FOR DISTRICT PLAN

Each school is asked to complete a one page summary of key elements of their plan for inclusion in the district plan. Please provide a short narrative description for each of the sections of the plan:

1. Reflection: Identify key elements of previous professional development you will leverage in the new plan..
2. Needs Assessment: Submit the school definition of student achievement. Identify key findings from needs assessments.
3. Professional Development Goals: Identify the professional development goals connected to the student learning goals for the school/district.
4. Professional Development Opportunities: Identify the processes and structures the school will use to provide professional learning opportunities.
5. Professional Development Resources: Identify the resources that will ensure professional learning is ongoing.
6. Evaluation: Identify your goals for evaluation of your professional development in the first year.

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A district staff development coordinator plans, implements and monitors staff development in the district and provides invaluable support for teachers in their pursuit of professional learning goals. The local professional committee can rely on their quality professional development advice.

District-allotted professional development will be offered three times during the year as full-day job-embedded collaborative PD workshops, as well as being offered at PLC and faculty meetings. Course offerings at various local universities, colleges, and educational organizations are routinely offered, and staff members are encouraged to participate in order to support their adult learning. Mentoring is offered, as well, which enables the observation of teaching practices of other faculty members. PLCs have been established to promote various learning opportunities, such as the development of collaborative planning, ensuring that essential outcomes will be allotted an appropriate amount of time within the academic year. Educators will continue to utilize and master PBSIS strategies in their instructional skills. The evidence that indicates they have learned new skill will be measured through the reduction of office discipline referrals. Evaluations will be made during PLCs and faculty meetings. Professional day reports are written for each outside conference attended. Informal and formal surveys, as well as anecdotal reporting, will be utilized in supporting the program evaluation process.

TEAM 1

Name	Signature
Alvarez, Susana	
Badali, Regina	R Badali
Bernardes, Joao	
Boris, Christine	Christine Boris
Caldarola, Anne Marie	
Cornacchia, Scott	Scott Cool
Da Silva, Kimberly	
Decker, Sonia	
Esposito, Lisa	L. Esposito
Frazier, Patricia	
Gabriel, Erik	
Kohn, Lauren	
Krygoski, Patricia	
Leamy, Kristen	Kristen Leamy
Lewis, Katherine	
Lama, Salomon	Sala
Lorenzo, Richard	
McCartney, Jennifer	
Reiser, Jennifer	
Sanchez, Nichol	
Semon, Jillian (Lagan)	M Langan
Schraer, Diana	
Sterlacci, Jason	
Weinstein, Sharon	Sharon Weinstein
Witek, Urszula	U Witek
Wojcik, Lauren	L Wojak

TEAM 2

Name	Signature
Banks, Linda	*(signed)*
Beveridge, Matthew	
Cococcia, Laura	Laura Cococcia
Coppola, Debra	
Corsentino, Mary Ann	M Corsentino
D'Avanzo, Richard	
Esposito (Speir), Jessica	Jessi *(signed)*
Gentile, Joann	Joann Gentile
Estis, Joan	
Hamilton, Michael	
Harrell, Tommy	*(signed)*
Holdwright, Catherine	
Lazar, Max	
Martone, Andrew	*(signed)* Martone
Osborne, Melissa	*(signed)*
McDonagh, Jessica	
Petras, Laurence	
Phillips, Nona (Filguerias)	
Raffaele, Robin	
Ramirez, Jennifer	*(signed)*
Rogers, Richard	
Sabol, Sharon	
Sibilia, Carolina	
Tower, Pam	Pam Tower
Tverdov, Catherine	
Whitehead, Stephanie	Stephanie Whitehead

TEAM 3

Name	Signature
Barsi, Michelle	*Michelle Barsi*
Costello, Joseph	
Cornacchia, Jessica	*Jessica Cornacchia*
Dec, Monica	
Dellanno, Paul	*Paul Dellanno*
Droban, Suzanne	
Fiordilino, Maria	
Furman, Robyn	*Nicole Plotke*
Garay, Marlene	
Grillo, Barbara	
Hrdina, Daniel	*Dan Hrdina*
Katz, Michael	
Llanos, Kristen	*Kristen Llanos*
Marcario, Stephanie	
Nunez, Maria	
O'Neill, Allison	
Penny, Ian	
Roberts, Brendan	*Brendan Roberts*
Roberts, Susan	
Singletary, Terron	
Soden, Ashley	
Walsh, Douglas	*Douglas Walsh*
Walter, Elizabeth	*Elizabeth Walter*
White, Daniel	
Winters, Craig	*Craig Winters*
Dering, Steven	
Durak, Shannon	
Munoz, Diego	
Neshimka, Phyllis	
Pielech, Michael	
Radzik, Stephen	
Van De Wal, Gerald	

Team 3

SIGN IN   TEACHSCAPE   8-9:30

Terron Singletary
Lynn Mueller
Stephanie Marcario
Elizabeth Walter
Gay Winters
Paul DelReuso
Nicole Pfeiffer
Brendan Roberts
Douglas Webb
Daniel Firclina

Maria Nunez
Suzanne Droban
Allison O'Neill
Jessica Cornacchia
Barbara E Arillo
Daniel White
Kristin Hayes
Ashley Sodu
Joe Costello
S. Roberto
Michelle Bassi

Maria Fridalino

TEAM 3

Name	
Barsi, Michelle	✓
Costello, Joseph	✓
Cornacchia, Jessica	✓
Dec, Monica	(ab)
Dellanno, Paul	✓
Droban, Suzanne	✓
Fiordilino, Maria	✓
Furman, Robyn	(ab)
Garay, Marlene	(ab)
Grillo, Barbara	✓
Hrdina, Daniel	✓
Katz, Michael	✓
Llanos, Kristen	✓
Marcario, Stephanie	✓
Nunez, María	✓
O'Neill, Allison	✓
Penny, Ian	(ab)
Roberts, Brendan	✓
Roberts, Susan	✓
Singletary, Terron	✓
Soden, Ashley	✓
Walsh, Douglas	✓
Walter, Elizabeth	✓
White, Daniel	✓
Winters, Craig	✓
Dering, Steven	
Durak, Shannon	
Munoz, Diego	
Neshimka, Phyllis	
Pielech, Michael	
Radzik, Stephen	
Van De Wal, Gerald	

Mueller, Lynn
student teacher Nicole Reotter.

TEAM 2

Name	Signature
Banks, Linda	*(signature)*
Beveridge, Matthew	*(signature)*
Cococcia, Laura	Laura Cococcia
Coppola, Debra	*(signature)* Coppola
Corsentino, Mary Ann	Mary Ann Case *(signature)*
D'Avanzo, Richard	*(signature)*
Esposito (Speir), Jessica	Jessica Esposito
Gentile, Joann	Joann Gentile
Estis, Joan	*(signature)*
Hamilton, Michael	*(signature)*
Harrell, Tommy	*(signature)*
Holdwright, Catherine	Cathy Holdwright
Lazar, Max	M. Lazar
Martone, Andrew	A. Martone
Osborne, Melissa	Melissa Kazmin
McDonagh, Jessica	Jessica McDonagh
Petras, Laurence	
Phillips, Nona (Filguerias)	
Raffaele, Robin	R. Raffaele
Ramirez, Jennifer	*(signature)*
Rogers, Richard	Richard Rogers
Sabol, Sharon	Sharon Sabol-Roche
Sibilia, Carolina	Carolina Sibilia
Tower, Pam	Pam Tower
Tverdov, Catherine	C. Tverdov
Whitehead, Stephanie	Stephanie Whitehead

JoAnn Messina   JoAnn Messina

TEAM 1

Name	Signature
Alvarez, Susana	*(signature)*
Badali, Regina	*(signature)*
Bernardes, Joao	*(signature)*
Boris, Christine	*(signature)*
Caldarola, Anne Marie	*(signature)*
Cornacchia, Scott	*(signature)*
Da Silva, Kimberly	*(signature)*
Decker, Sonia	*(signature)*
Esposito, Lisa	*(signature)*
Frazier, Patricia	*(signature)*
Gabriel, Erik	*(signature)*
Kohn, Lauren	*(signature)*
Krygoski, Patricia	*(signature)*
Leamy, Kristen	*(signature)*
Lewis, Katherine	
Lama, Salomon	*(signature)*
Lorenzo, Richard	*(signature)*
McCartney, Jennifer	*(signature)*
Reiser, Jennifer	*(signature)*
Sanchez, Nichol	
Semon, Jillian (Lagan)	
Schraer, Diana	*(signature)*
Sterlacci, Jason	
Weinstein, Sharon	*(signature)*
Witek, Urszula	*(signature)*
Wojcik, Lauren	*(signature)*

Rutger

TEAM 3

Name	Signature
Barsi, Michelle	
Costello, Joseph	*Joe Costello*
Cornacchia, Jessica	
Dec, Monica	
Dellanno, Paul	
Droban, Suzanne	*Suzanne Droban*
Fiordilino, Maria	*Maria Fiordilino*
Furman, Robyn	
Garay, Marlene	
Grillo, Barbara	*Barbara E Grillo*
Hrdina, Daniel	
Katz, Michael	*(signature)*
Llanos, Kristen	
Marcario, Stephanie	*Stephanie Marcario*
Nunez, Maria	*Maria Nunez*
O'Neill, Allison	*Allison O'Neill*
Penny, Ian	
Roberts, Brendan	
Roberts, Susan	*S. Roberts*
Singletary, Terron	*(signature)*
Soden, Ashley	*Ashley Soden*
Walsh, Douglas	
Walter, Elizabeth	*Elizabeth Walter*
White, Daniel	*(signature)*
Winters, Craig	
Dering, Steven	
Durak, Shannon	
Munoz, Diego	
Neshimka, Phyllis	
Pielech, Michael	
Radzik, Stephen	
Van De Wal, Gerald	

Lynn Muella

TEAM 2

Name	Signature
Banks, Linda	
Beveridge, Matthew	*(signature)*
Cococcia, Laura	
Coppola, Debra	*Debra Coppola*
Corsentino, Mary Ann	
D'Avanzo, Richard	*(signature)*
Esposito (Speir), Jessica	
Gentile, Joann	
Estis, Joan	*Joan Estis*
Hamilton, Michael	*(signature)*
Harrell, Tommy	
Holdwright, Catherine	*Cathy Holdwright*
Lazar, Max	
Martone, Andrew	
Osborne, Melissa	*M Osborne*
McDonagh, Jessica	*Jessica McDonagh*
Petras, Laurence	
Phillips, Nona (Filguerias)	
Raffaele, Robin	*R. Raffaele*
Ramirez, Jennifer	
Rogers, Richard	*(signature)*
Sabol, Sharon	*Sharon Sabol-Roche*
Sibilia, Carolina	*Carol Sibilia*
Tower, Pam	
Tverdov, Catherine	*C Tverdov*
Whitehead, Stephanie	

JoAnn Messina   *Jo Ann Messina*

TEAM 1

Name	Signature
Alvarez, Susana	_Susana Alvarez_
Badali, Regina	
Bernardes, Joao	_J Ber____
Boris, Christine	
Caldarola, Anne Marie	_A Caldar____
Cornacchia, Scott	
Da Silva, Kimberly	_K DaSilva_
Decker, Sonia	_Sonia Decker_
Esposito, Lisa	
Frazier, Patricia	_Pat____
Gabriel, Erik	_E G____
Kohn, Lauren	
Krygoski, Patricia	_P Krygoski_
Leamy, Kristen	
Lewis, Katherine	_Katherine Decker Lewis_
Lama, Salomon	
Lorenzo, Richard	_Richard J Lorenzo_
McCartney, Jennifer	_J McCartney_
Reiser, Jennifer	_J Reiser_
Sanchez, Nichol	
Semon, Jillian (Lagan)	
Schraer, Diana	
Sterlacci, Jason	
Weinstein, Sharon	
Witek, Urszula	
Wojcik, Lauren	

TEAM 2

Name	Signature
Banks, Linda	*(signature)*
Beveridge, Matthew	*(signature)*
Cococcia, Laura	*(signature)*
Coppola, Debra	*(signature)*
Corsentino, Mary Ann	*(signature)*
D'Avanzo, Richard	*(signature)*
Esposito (Speir), Jessica	Jessy Esposito
Gentile, Joann	*(signature)*
Estis, Joan	*(signature)*
Hamilton, Michael	*(signature)*
Harrell, Tommy	*(signature)*
Holdwright, Catherine	C. Holdwright
Lazar, Max	*(signature)*
Martone, Andrew	*(signature)*
Osborne, Melissa	*(signature)*
McDonagh, Jessica	Jessica McDonagh
Petras, Laurence	
Phillips, Nona (Filguerias)	
Raffaele, Robin	*(signature)*
Ramirez, Jennifer	
Rogers, Richard	*(signature)*
Sabol, Sharon	Sharon Sabol Rocke
Sibilia, Carolina	*(signature)*
Tower, Pam	Pam T*(signature)*
Tverdov, Catherine	*(signature)*
Whitehead, Stephanie	Stephanie Whitehead

JoAnn Messina   JoAnn Messina

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TEAM 1

Name	Signature
Alvarez, Susana	*(signature)*
Badali, Regina	*(signature)*
Bernardes, Joao	*(signature)*
Boris, Christine	*(signature)*
Caldarola, Anne Marie	*(signature)*
Cornacchia, Scott	*(signature)*
Da Silva, Kimberly	*(signature)*
Decker, Sonia	*(signature)*
Esposito, Lisa	*(signature)*
Frazier, Patricia	*(signature)*
Gabriel, Erik	*(signature)*
Kohn, Lauren	*(signature)*
Krygoski, Patricia	*(signature)*
Leamy, Kristen	*(signature)*
Lewis, Katherine	*(signature)*
Lama, Salomon	*(signature)*
Lorenzo, Richard	*(signature)*
McCartney, Jennifer	*(signature)*
Reiser, Jennifer	*(signature)*
Sanchez, Nichol	*(signature)*
Semon, Jillian (Lagan)	
Schraer, Diana	*(signature)*
Sterlacci, Jason	
Weinstein, Sharon	*(signature)* Sharon Weinstein
Witek, Urszula	*(signature)*
Wojcik, Lauren	*(signature)*

TEAM 3

Name	Signature
Barsi, Michelle	*Michelle Barsi*
Costello, Joseph	*Joe Costello*
Cornacchia, Jessica	*Jessica Corn...*
Dec, Monica	
Dellanno, Paul	*Paul Dellanno*
Droban, Suzanne	*Suzanne Droban*
Fiordilino, Maria	*Maria Fiordilino*
Furman, Robyn	*Nicole Vest...*
Garay, Marlene	
Grillo, Barbara	*B.E. Grillo*
Hrdina, Daniel	*(signature)*
Katz, Michael	*(signature)*
Llanos, Kristen	*(signature)*
Marcario, Stephanie	*S. Marc...*
Nunez, Maria	*Maria Nunez*
O'Neill, Allison	*Allison O'Neill*
Penny, Ian	
Roberts, Brendan	*Brendan Rob...*
Roberts, Susan	*(signature)*
Singletary, Terron	*Terron Singletary*
Soden, Ashley	*Ashley So...*
Walsh, Douglas	*Doug Walsh*
Walter, Elizabeth	*Elizabeth Walter*
White, Daniel	*(signature)*
Winters, Craig	*(signature)*
Dering, Steven	*Steven...*
Durak, Shannon	*S. Durak*
Munoz, Diego	*(signature)*
Neshimka, Phyllis	*(signature)*
Pielech, Michael	*(signature)*
Radzik, Stephen	
Van De Wal, Gerald	*(signature)*
	Tom Muek