

## **Raising The Bar 2022**



## **Raising The Bar Mission**

Raising the Bar is a five-year College Preparatory program committed to working with “rising stars” among 8-12th graders. Students must be purposefully driven, academically ambitious, and global-minded citizens. In addition, students are exposed to early college and career readiness with opportunities in various fields of study.

## **Program Site**

Raising The Bar (RTB) took place in person this year (2022), after being online for two years due to COVID-19. RTB was granted 4 classrooms at Golden Gate High School (GGHS). RTB followed CCPS summer school schedule which allowed students access to free breakfast and lunch.

The program had two interns. One who worked part-time and the other full-time who sent daily emails and phone calls to ensure that students were where they needed to be. Students had their CCPS laptops, including their devices, to access their classes to complete the program successfully.

## **Program Director**

Dr. Juniace S Étienne has been the program director for both Summer 2020 and 2021. She is a native of Miragôane, Haiti, who migrated to the United States at 16, a teacher, and an author. She knows firsthand that education can expand one's opportunities to succeed. Her passion is to empower and stimulate intellectual curiosity in her students.

Dr. Étienne is currently a French teacher at Barron High School and a professor at Florida Southwestern College. She was nominated Teacher of Distinction this year and worked with children at all academic skill levels, from those with special needs to academically gifted students. She is also a curriculum writer for the French program. Dr. Étienne graduated Summa Cum Laude from Barry University, received her master's degree in Reading from Nova Southern University, and earned her doctoral degree in Teacher Leadership from Walden

University. Graduate-level course in Romance World Language from the University of New Orleans, Oregon University, and Université de Notre Dame de L'ouest in Angers, France.

She is certified in Exceptional Student Education (ESE), k-12 World Language French Instruction, and has Endorsement in English Speakers Of Other Languages (ESOL), Reading Instruction, and Gifted instruction.

Dr. Étienne developed a complete curriculum with all taught subjects: Language Arts (8th-9th graders); English (10th-12th graders); Algebra I; Geometry; Algebra II; and she also developed an ACT/SAT Study Guide with the teachers' support for Raising the Bar Summer Program.

Dr. Étienne was in charge of recruiting, interviewing, and hiring teachers for the program. Two weeks before the beginning of the program and during the program, Dr. Étienne worked with an intern to ensure all the logistics necessary to run the program were in place. For example, she emailed and telephoned parents and students and secured guest speakers who can deliver information resources to the students, and conducted daily meetings with teachers and weekly debriefings. She reported daily to Mr. Vincent Keays and Mrs. Diane Keays on essential issues and advised them of the program's progression.

## New Concept

This year Dr. Étienne eagerly implemented the Collier County Community Foundation Scholarship application process. All students had the privilege to create a profile, but the focus was mainly on the class of 2023.

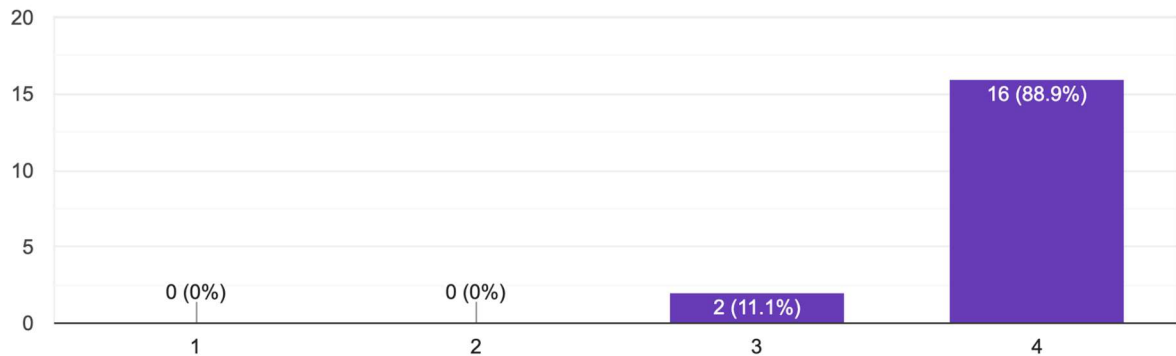
Class 2023, worked for four consecutive days with Amanda to thoroughly cover the “tedious” yet important process with the hope that they will be well positioned to be granted the maximum amount of scholarships available, 88.9% (**See graph # 1**) of the students agreed that learning the platform of Collier Community Foundation is important and another one stated that “I would tell my friends to start their scholarships early if they are thinking of going to college and to download the common app and to apply for scholarships because it’s going to be extremely helpful in the long run.” and

The English teachers helped students create thoughtful and creative responses to the Community Foundations essay topics.

## Graph #1

Would you agree that understand the Collier Community Foundation Scholarship Platform is important?

18 responses



## Number of Students who Attended Summer 2022

One hundred and seventeen students registered with Raising The Bar. Within that number of students, six were completing their Nursing Clinical and Drafting with Lorenzo Walker, one had an intense and rewarding experience at the FGCU STEM program. Additionally, Ilormise Sirenord attended the program at KIDZ Act performing in the Seussical musical play, in addition to Darell Glen Holmes, Raising the Bar Basketball star whose team won the National Championship in Tennessee.

Once again making the individualized accommodation did not go unnoticed, as one of the students-nurses in training students expressed her gratitude for the program's flexibility she stated, “Everyone was so understanding about how I couldn’t attend all the meetings due

to the fact that I have school right now.” Making such accommodations based on students’ particular needs or interests is one quality that makes for the uniqueness of the NAACP Raising the Bar Summer Program.

| <b>Class</b>                    | <b>Teachers</b>      | <b>Number of Students</b> |
|---------------------------------|----------------------|---------------------------|
| <b>English Class 1</b>          | Ms. Katherine Hansen | 24                        |
| <b>Language Arts</b>            | Mr. Howell Howard    | 14                        |
| <b>Geometry/<br/>Algebra II</b> | Ms. Hope Carter      | 21                        |
| <b>Algebra 1</b>                | Mr. Antoine Bernard  | 12                        |
| <b>Financial Literacy</b>       | Mrs. Barbara Melvin  | 25                        |

## Students' Performance

Students took a pre-assessment to create a baseline and measure students' growth for the two weeks of instruction. All classes met in person at GGHS during instructional time. Teachers provided Office Hours to further respond to unanswered questions and to provide one-on-one to students. For the math classes, more specifically Geometry and Algebra 2, and ACT classes, teachers assigned independent practice assignments from [deltamath.com](https://deltamath.com) to supplement the instructional materials. The delta math reinforced instruction by giving students a step-by-step solution to the problem. They were also able to watch videos on how to do each problem.

In Language Arts, students learned how to determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 8th–9th reading and content, choosing flexibly from various strategies.

1. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
  2. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
  3. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the word's pronunciation or determine or clarify its precise meaning, part of speech, or its etymology.
- Verify a word or phrase (e.g., by checking the inferred meaning in context or a dictionary).

As for English students, grades 10th-12th learned the BENEFITS OF INDEPENDENT READING by

1. IMPROVED READING SKILLS:

a. Better Vocabulary

b. Comprehension

c. Fluency (Ability to read without stumbling)

2. Better Engagement with book

3. Ownership of learning

4. Students willingness to share with others

5. Sharing leads to reinforcement (remember) what they learn

6. Deeper exploration of books and subjects

7. Become better readers

8. Better reading skills prepare learners to comprehend all classroom reading materials in all subject areas, hoping that they will become lifelong readers

Students had access or were exposed to TEDs Talks, ACT Video preps and [Gimkit Grammar Review](#).

Most importantly, teachers did not go over the pre-assessment since the post-assessment was the same. Giving students the answers would have reduced their reliance on paying attention and only focusing on memorizing the answers they had wrong on the pretest. The students were given the same exam as the posttest. Their scores increased because of the differentiated instructions, the one-on-one meetings, the extra help and support from the interns, and [deltamath.com](#) and Gimkit Grammar Review.



## Growth

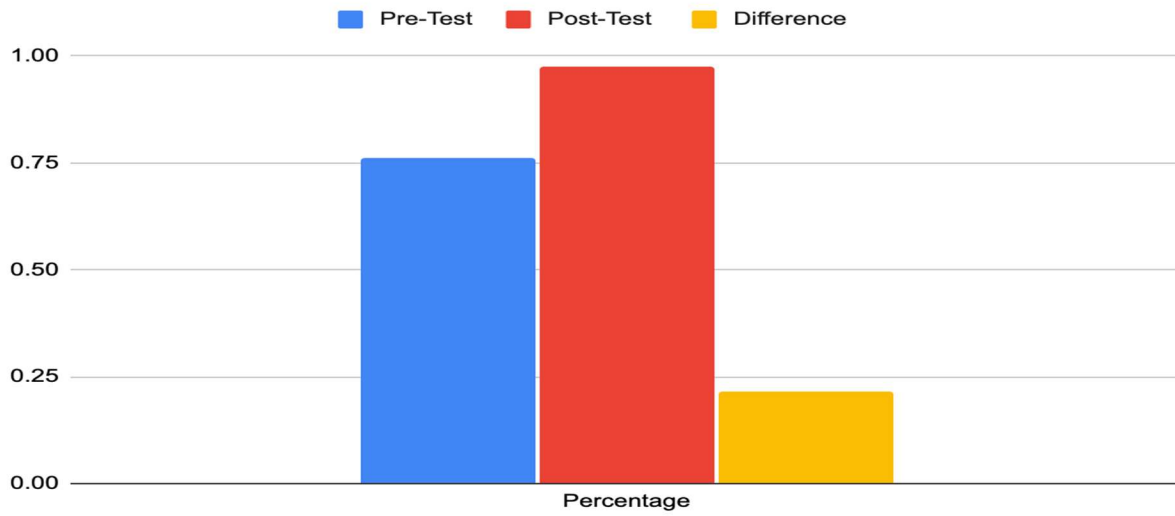
There was significant growth when comparing pre-assessment scores with post-assessments across the board. See graphs below:

## Graphs

### English Assessment Results (Graph # 2)

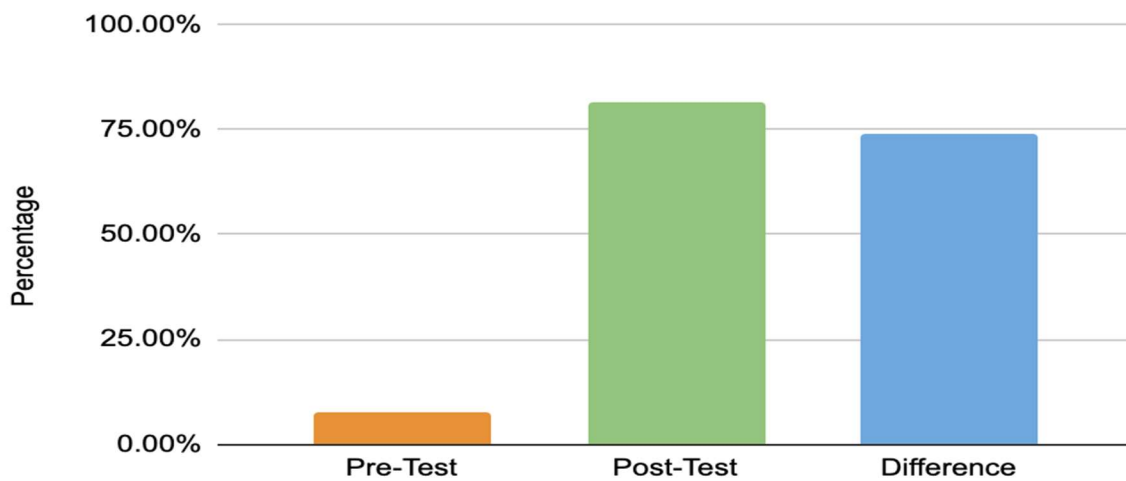


### Language Arts Assessment Results (Graph # 3)

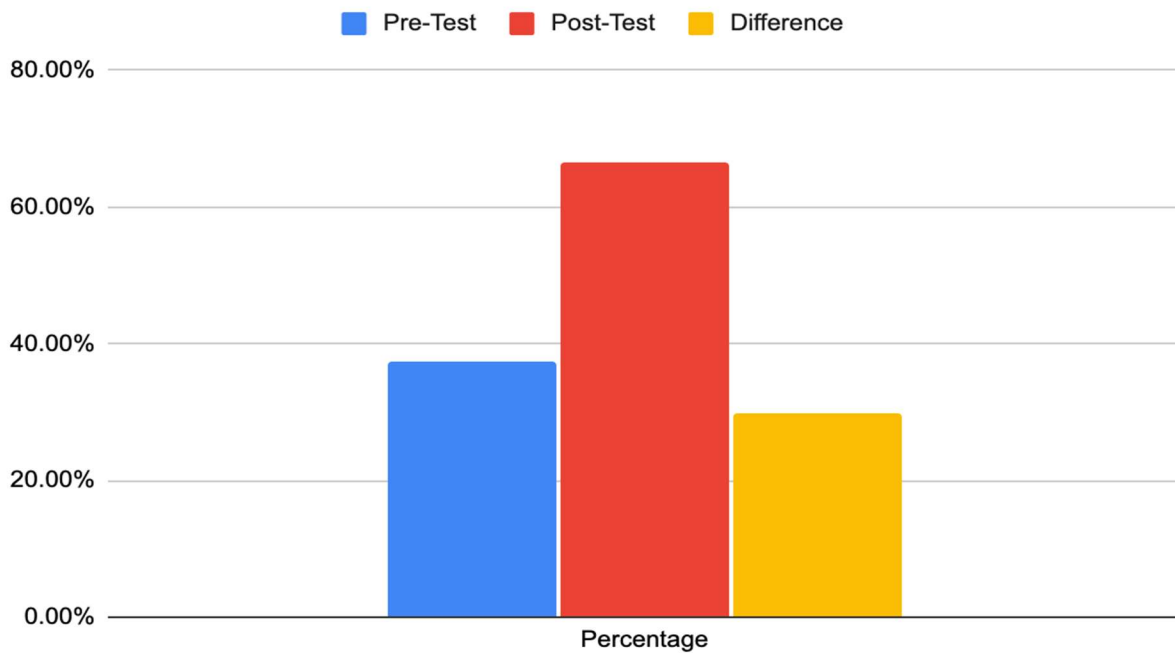


### Graph # 4

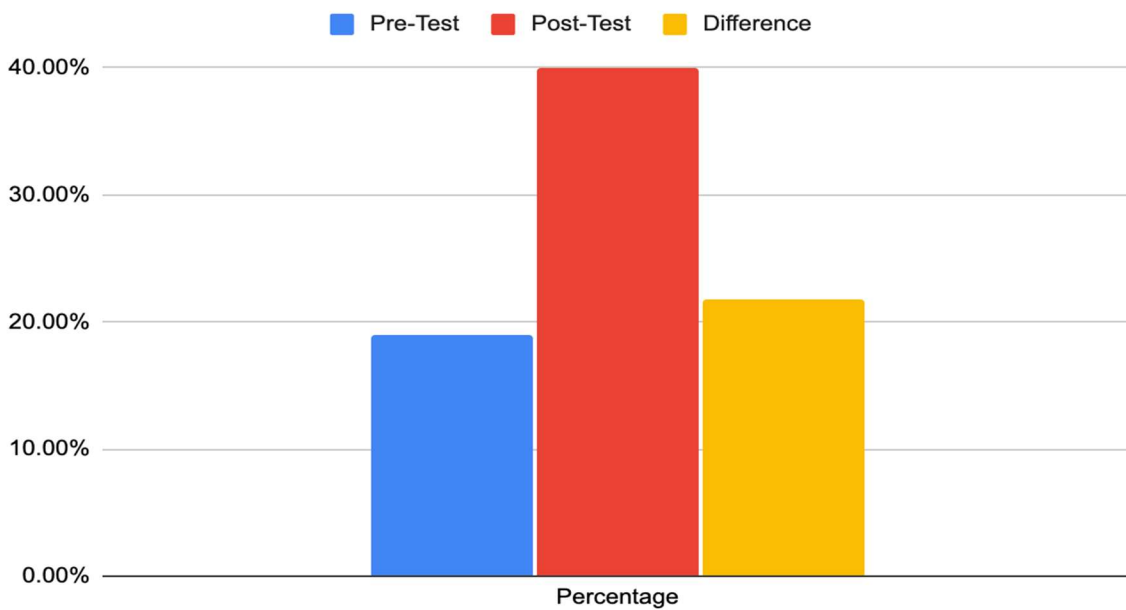
#### Algebra 1 Assessment Results



### Algebra Two Assessment Results (Graph # 5)



### Geometry Assessment Results (Graph # 6)



## Students' Survey report

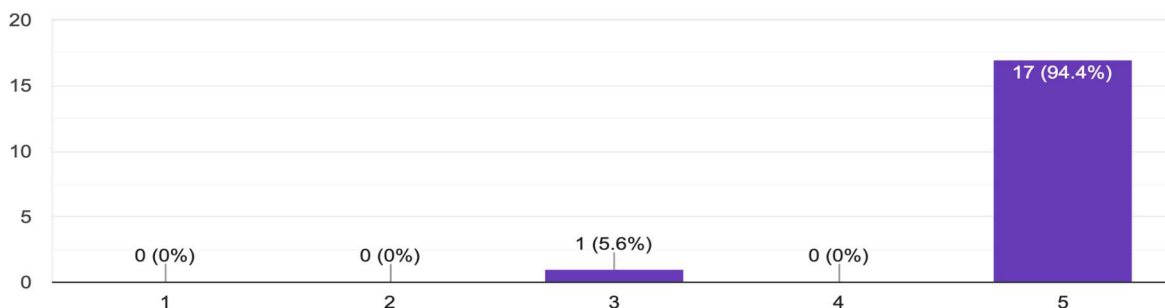
This year Collier Community Foundation was implemented into the Raising the Bar Curriculum, with the hope to help the students understand the college essay process and how to position themselves to receive as many scholarships as possible. The survey was conducted to better plan for Summer 2023 and to understand how Raising The Bar can improve. One student commented about this new concept "I learned about scholarships and what to expect for college. learned about the connection and other online ways to get ahead ok scholarships." Additionally, 83.3% of students agreed that Raising The Bar is preparing them for college and post-education (**See graph7**).

Mastering the skills of Financial literacy is critical for our scholars and 94.4% agreed that the Financial Literacy session with Mrs. Melvin Barbara was very helpful.

### Graph # 7

Would you agree that Financial Literacy is an important skills?

18 responses

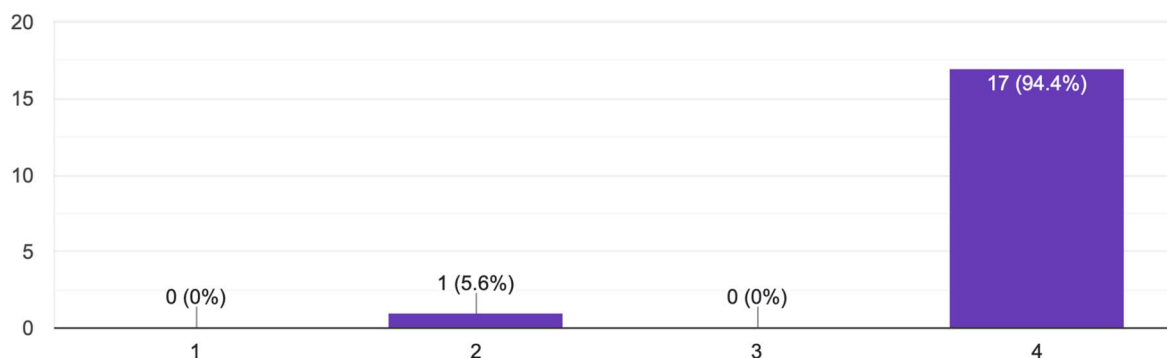


Raising the Bar couldn't advance without the support of the teachers. Students also recognized the strength of the teachers and staff of the RTB. They rated the teachers as excellent and; and 94.4% (**Graph # 8**) rated Dr. Étienne as an Excellent Director and very approachable.

## Graph # 8

On a Scale of 1-4, how approachable was the director of Raising The Bar (RTB)?

18 responses



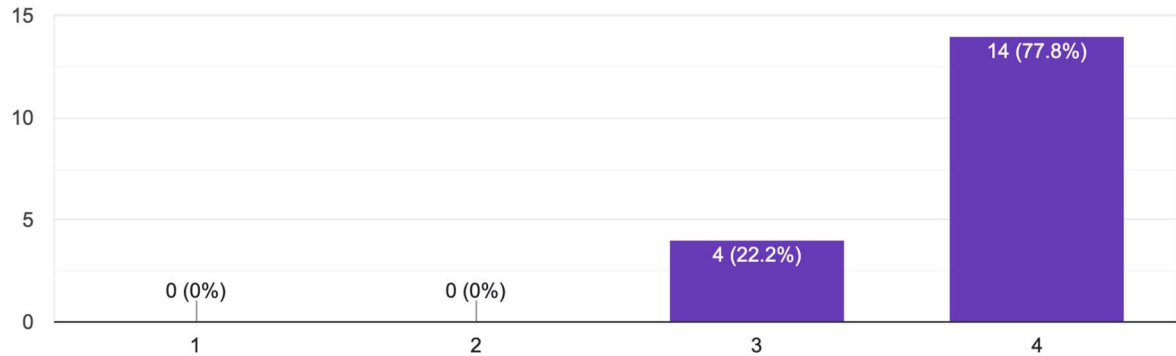
The Raising the Bar Summer Program requires many hours of strategic planning; Amanda has played a vital role in that aspect. She is a CCPS graduate and is presently finishing her last semester at FGCU. Qetsia Étienne, the second intern and an excellent motivational speaker for the scholars.

It is refreshing to see that 77.82% (Graph # 7) of the students found Amanda very effective at what she does. Raising the Bar is very fortunate to have had her as a staff member. The charts below represent the information that will guide the planning process for Summer 2023.

## Graph #8:

On a Scale of 1-4, how significant was the session with Amanda Matos (Intern)?

18 responses



## Students' Award

At the end of the program, students were awarded for their attendance and participation. Three students will receive an Ipad for perfect attendance, all work completed, and the five others were nominated by their teachers based on their commitment to the program, their leadership skills, and their demonstrated innovation.

**2021 Recipients:** Thank you notes from students:



Dear Mr. Keeys,

When I thought about receiving an iPad, I was overjoyed! Not only would it be a great piece of technology to have, it would help assist me in school to have an extra screen while doing work in Canvas. The graphics are also really sharp. All this excitement wouldn't be possible if it wasn't for this great program of "Raising the Bar," NAACP and you of course so thanks for everything that you've done!

Sincerely,

Sol Reyes



Dear Mr. Vincent Keeys,

I cannot say how truly thankful I am to be receiving this iPad. My family has had a few financial struggles this year, with my mom going to the hospital four times in the last year. My previous laptop broke about a year ago, and I have not been able to replace it, so I have had to use the school's laptop. While the computer works perfectly, I need many resources for my college classes that are blocked on it. With this iPad, I will not only be able to have my own device to use to study and complete assignments, but I will also be able to use it to advance my career. Many times with my internship, I am on the go, and this iPad will be the perfect tool to aid with my work. Again, I cannot thank the foundation enough for choosing me for this opportunity. I am so excited to use my new iPad for my education and save on buying a new device for college.

Sincerely,

Prisca Paul



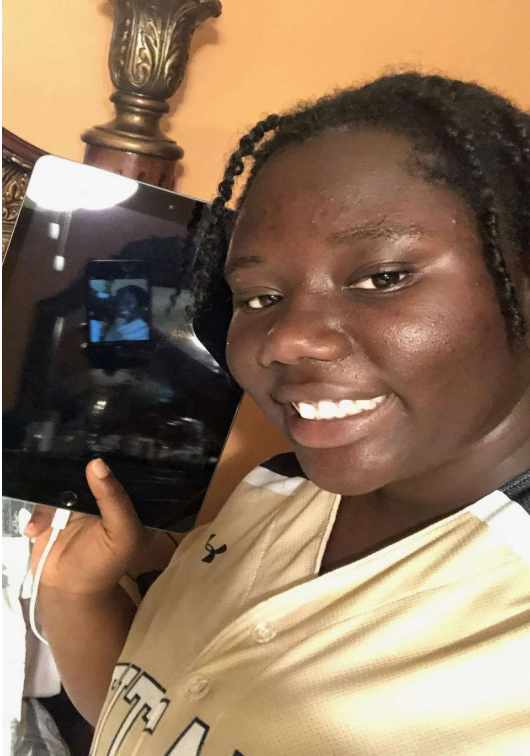


Dear Mr. Keeys,

I am very grateful for having won a tablet. I appreciate the teachers and you for having chosen me. I went to Raising the Bar for all five years and did not expect myself to win. Earning this tablet made me realize that my hard work is noticed. Many students believe they are not being acknowledged for all the hard work they put in; meanwhile, with Raising the Bar there is recognition. The program realizes the strong efforts everyone puts in, and I can say from everyone that we are so happy and thankful. Thank you so much for this opportunity to help me with my studies. Right now, I am going to school, lacrosse practice, and work. I am very stressed because I am a senior graduating this year. I am going to college in the fall, but I did not have a working device for class other than my phone. I work long hours so I could buy myself a laptop or tablet for school. Winning this tablet has really helped me loosen up on focusing to work for

other accomplishments. This tablet will help me take notes during my class right now! Schools provide laptops, but the issue is that it is not your own property. This makes a difference because I can take my tablet out anywhere and study the notes on it. Accessing canvas and any other school related app will be easy since there will not be any restrictions. I am a very big reader, so I know for a fact I will read and annotate with the help of the tablet. Overall, I am so grateful I got to take part in Raising the Bar and win something to help with my future. I hope many others are as fortunate as I am. I will never be able to thank everyone as much as I would like to. I will always be appreciative of the knowledge I gained from the program. Once again, thank you all so much for helping me throughout these five years.

Ruby

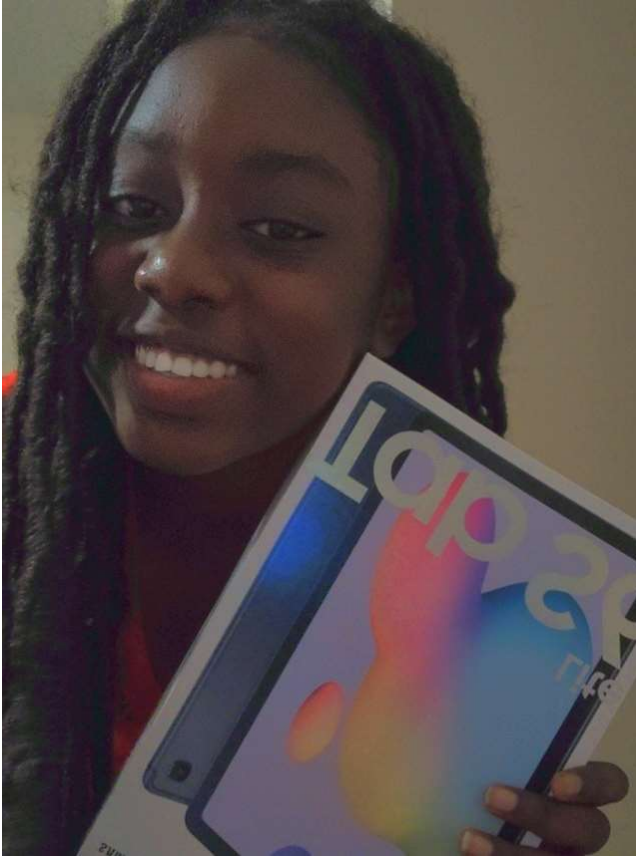


Dear Mr.Keays,

First and foremost, I would like to thank you and the NAACP for the generosity of gifting me a new iPad. I am certainly beyond grateful and honored to have been selected to receive this gift. The beneficial use of this iPad will provide me in the future with my student academics. It will help me conduct research online and is portable for me to take with me to work on assignments in a convenient manner. I am grateful for the opportunity to have been a part of your summer program. It taught me a lot and has motivated me to continue my education beyond high school. This is my last year in high school as I am a sophomore and I am looking forward to beginning college soon. All of the support your program has given me is greatly appreciated. Again, thank you very much for your generosity and all of your continued support.

Sincerely,

Mariah Jean Baptiste



Hello Mr. Keys!

Thank you a million times for the tablet. I really appreciate it because I needed it for school to do research, and it helped me to submit work. And I enjoy drawing in it. This ipad encourages me to read and helps me with my English and spelling. I'm so happy to have it. Thank you again for your donation.

Amitchla Jean-Baptiste

## Community Spotlight: Raising the Bar Scholars

Ilormise Sirenord attended the program at KIDZ Act performing in the Seussical musical play, and Darell Glen Holmes, Raising the Bar Basketball star whose team won the National Championship in Tennessee.



**Field Trip: FGCU**

Twenty-three students and four teachers had the opportunity to tour the campus of FGCU. Mrs. Valerie from FGCU helped coordinate this tour. Students had the opportunity to tour FGCU. Students found meaningful value in the tour campus of FGCU, and one student suggested that "We should stay at FGCU for the 2 weeks we have the program instead of having a one-day visit." The local chapter of the NAACP provided once again lunch from Jason Deli.

**Guest Speakers**

Students had the privilege to listen to three excellent motivational speakers during the summer program, Amanda, Qetsia, and Janelle.

**Purpose:**

Guest speakers are a vital part of introducing students to different topics, career opportunities and presenting different perspectives. By inviting guest speakers, students have the opportunity to ask real-life questions and engage with people they might not otherwise have the chance to meet. Raising The Bar aims to keep inspiring and encouraging students by broadening their horizons and offering many opportunities.

**The goal is to:**

**Create an environment that fosters** a culture of GRIT and relatedness through meaningful connection with guest speakers to keep students academically, socially, and emotionally engaged to reduce barriers to learning and achievement.

**Guest Speaker(s)**

1. Share educational experience
2. Share motivational experience
3. Share college experience
4. Explain how to overcome obstacles
5. Share the importance of "Passing it on."

One student shared his intake "Guest speaker Janelle helped a lot by answering my questions about college" another explained "Janelle impacted me the most because she made me understand that I can do if I really try and want to go to college."

The students were very appreciative of the information they had received from the speakers.

## Testimonials

### Teachers and Staff:

“Students were appreciative and said they learned a lot during the weeks”

“The program helps to prepare the kids for the real world by teaching them hands-on skills that they will be able to use.”

“It is a great way to keep the kids connected to their academics during the summer and also provide them with extra help in the core subjects.”

### **Cynthia Odierna: CCPS World Language Teacher of French, Italian, Spanish, ESOL, Reading**

#### **Treat yourself to academic fulfillment by improving your study skills**

This year I focused on the importance of staying power in personal learning, in regard to study habits, so as to get the best out of one’s education- which results in academic success. My premise was that we do well at what we like and we like what we do well at. I differentiated between raw talent in the realm of cognitive knowledge, as opposed to the intention to do well, by taking one’s time studying and not rushing through the learning process. The former exemplifies a cognitive skill, whereas the latter is an intentional practice, and not an academic cognitive trait. Going the full distance, rather than minimally completing only the basics of a task in order just to get acceptable academic credit, is evidence of what is called “grit”. I also encouraged students to work outside of their comfort zones, because the pride that comes with achievement in that which one might not be confident teaches students about their own limits



and can result in heightened self-esteem, based on accomplishment in the face of adversity.

Walking through the fear often leads to a more valuable experience than doing with ease that which one is naturally already good at. I tried to impress upon students that we teachers, also have moments of self-doubt, by recounting my own foibles and challenges as a student and as a teacher. I stressed the importance of deep breathing and letting go of fears in times of academic adversity. I spoke of my own personal shortcomings and overcoming adversity in the face of such challenges. Although the adage “if it first you don’t succeed, try try again“ still rings useful and true, I hastened the students to not be so black and white in their perceptions of what constitutes a “good student” . It is more helpful to think along the lines of “practice makes proficient” rather than “practice makes perfect ", since perfectionism leads to failure because no one can be perfect all the time. Perfectionism in academics also stifles creativity, since a student is so focused on not making a mistake, that “thinking outside of the box” or drawing outside of the lines is not an option. I closed by relating my experiences with Dr. Juniace Étienne, the program director, in the capacities of both colleague and personal friend. Her attitudes of gratitude, optimism and self-assurance were exemplified in my speech, as I see her as the embodiment of perseverance and grit along with her natural talent as an educator. Between the teachers in the program, the foresight and generosity of the Naples NAACP, the willingness of the students to put forth great effort in the summer to ensure strength in the coming academic years( along with their supportive parents or guardians), the superlative work ethic of the support

staff, and good-faith efforts, love and hard work of the director, I see this to be a win-win initiative all around! May this program continue to benefit the community for years to come!

**Barbara Melvin: Financial Literacy (2021)**

This year was very interesting but I think the kids appreciate what we did. Your leadership was great and greatly appreciated.

During my session, I had the kids participate by calling on them to read. I would say I would have liked to see more of their faces. When I did Taste of Immokalee, every kid had their cameras on, this gave the facilitator and speaker the opportunity to see who was truly paying attention. When I called upon the students, they seemed to be engaged.

I think the outline was good. The guest speakers on Friday were a good touch. The voting video was so easy to follow and understand. I hope the kids appreciate what they saw and heard and for the ones who are old enough, I hope they register to vote. I saw some of Mrs. Bianca's presentations and what I saw of hers was just what the students needed. Her insights were very informative.

My presentation went fast the first week, one hour wasn't enough time but they got the gist of it. Normally we do a week's worth of training. My co-workers usually train for 1 hour each day after lunch. The kids like that and at the end of the week, they would come to the bank for lunch and presentations by employees of the bank. Hopefully we can do that again next year.

Barbara Melvin

**Amanda Y. Sarmiento Matos: Intern**

Working with Raising the Bar this summer has been an incredible and enriching experience. I have had the opportunity to engage with students who have proven to be curious, eager learners. Along with an exceptional staff of teachers, Ms. Hansen, Ms. Carter, Mr. Howell, Mr. Bernard, fellow intern Qetsiae, Mrs. Melvin and Dr. Étienne. I was so thrilled to have been extended the offer of being a part of this program and I am beyond grateful to have shared my experiences in high school and in university with the students. The aims of this program are crucial to the edification and lives of the students who attend. The resources provided are substantial. They serve to guide the students toward their objectives, giving them the tools to begin fulfilling their dreams.

## Students' Testimonials:

### # 1

Mr. Howel impacted me the most because he encouraged open conversations based on critical thinking that allowed us to freely speak our thoughts.

### # 2

I would definitely encourage them (students) to join the program because many believe it's just another program taking time away from your summer, but what they don't realize is that the practice and assistance this program provides is super helpful without realizing it. I would tell them that this program is great .I met new people in the past years and it is very helpful. They should join because it helps get you into college. That it's a good program and they should join

That is a great opportunity and it provides money and scholarship.

### # 3

Raising the bar is an excellent program. A bit different than what I'm used to, but I liked it. The leadership team is very passionate about it and cares for the kids a lot. The fact that here is a program that gears toward black and brown students, pushing for excellence is rather refreshing.

### # 4

Despite being here for only a week and everyone is just very helpful, I believe Mrs.Carter was the far most helpful because since I am actually going to be taking a College algebra course this upcoming fall, the practice is very helpful and especially since I will be online.

**# 5**

Raising the Bar has helped with tremendously improving my math and reading skills over the past three years. This program not only prepares students for the following academic year. It prepares us for our future, college , and it helps with strengthening our social skills. This program continually encourages us to focus on our studies and that we are the future leaders. It motivates us to get involved in the community and demonstrates what needs to be done so we will be successful in life.

Lindsey Jean Jacques

**# 6**

I liked that the teachers were very detailed when explaining stuff as well as very patient in doing so too.

**# 7**

The program was explanatory and opened up opportunities for the students to learn information for their upcoming school year.

**# 8**

I liked how the teachers did not pressure you to answer so it felt more comfortable for me.

**Parents' Testimonials:****# 1**

Thank you for giving Mariah Jean-Baptiste and Liyanne Black the opportunity to attend the class, my daughters enjoyed and learned a lot. I appreciated it.

Marie-Ange Jean-Baptiste

**# 2**

Awesome teacher, exemplary leadership and super dedicated staff. I am so thrilled that my daughter, Ilormise Sirenod was chosen to be part of Raising the Bar NAACP Summer Program. The skills she has gained in Math and writing this summer will help her start the school year with confidence and the ability to thrive. Thank you, Raising the Bar, for providing her with such a great opportunity. She is already looking forward to next summer!

Hilda Cenecharles

Dear Dr Étienne:

It was a pleasure to meet you last Thursday. These first 2 weeks of the Raising the Bar Program have been fruitful and very interesting to my daughter Simone.

I could hear the finances lecture on credit cards, bank accounts, etc and it is a great way of teaching and preparing our children for real life.

It was also very important to visit FGCU. It is an interesting and wonderful way to discover their future homes. My daughter is very excited about searching for "environmental" universities and colleges.

I want to thank you and all people involved in this program. Is a great opportunity for our children.

Thank you all very much

Regards

Mrs Gladys Gonzalez

Simone Valencia's mom

**# 3**

Just wanted to write a Thank you note for the scholarship program, Raising the Bar, NAACP Summer Program that my son, Sol participated in. The work was challenging, and the trip to visit a local FGCU campus was a real highlight. We look forward to making the most of the program and helping it grow in it's successes.

Lupita Vazquez Reyes, mother of Sol, male, age 13

## Student's Plans for 2023

Planning is crucial for our scholars. They are encouraged by the teachers to plan daily, and to write the steps and the resources that are needed to accomplish their goals.

A strategy that was measured by this survey questionnaire:

### What is your plan for the 2022-2023 school year?

Below are a few of student's answers:

"To volunteer and apply for scholarships."

"My plan is to get my GPA higher and maintain good grades."

"My plan is to get classes that have college credits and join clubs. Look into colleges that have my goals within."

"I would like to do flvs to get ahead in high school classes so in 9th grade I can start dual enrollment. I will also take the SAT at the end of 8th grade to be ready for my FSW application."

"My plan for my 2022-2023 school year is to definitely pass the SAT and ACT exams. That way it's one less thing I have to worry about for college. As well as completing my last few classes I am required to take FSW so that way I can receive my Associates Degree once I graduate. I want to be well prepared by the end of my senior year and be ready for a new lifetime experience."

"I plan to make up my mind on what I want to study and go to college if I need to. I also want to have a great senior year and make the most of my last year in high school. join at least two sports and do clubs."



"My plan is to get better grades and graduate and just do the best I can to get into the college that I want after high school."

"Skip through High school and start my business."

"Learn more, work on my individual progress, start again CrossCountry running. To get all A's  
To stay in school and work hard."

"Keep up the hard work and stay on the path to success."

"Excel in dual enrollment, my high school classes, and finalize what I want to do as a career.  
Attend school."

"I want to keep coming to Raising the Bar and keep getting straight A's."

## Recommendations for next year 2023

### THOUGHTS TO IMPROVE THE RAISING THE BAR PROGRAM:

The Raising the Bar program summer enrichment program should emphasize: Mastery of Academic concepts and learning/practicing/reinforcing LEARNING SKILLS. More focus should be placed on learning skills because such skills are transferable from course to course/subject to subject.

1. ALL COURSES EMPHASISED/REINFORCE SUCCESSFUL “LEARNING SKILLS”
  - a. Follow directions
  - b. Timeliness/Deadline
  - c. Submit Work with High Academic Standards and QUALITY (writing, speaking using PROPER ENGLISH CONVENTIONS)
  - d. WORK ETHICS
  - e. MORAL ETHICS (Do not cheat/plagiarize)
  - f. DOING THE BEST WORK
  - g. ATTENDANCE
  - h. ACTIVE PARTICIPATION/ENGAGEMENT
2. ALL TWO-WEEK- COURSES ( Math, English, ACT/SAT, Financial Literacy) and the lesson plans ARE CRAFTED/DESIGNED to check
  - a. ACADEMIC mastery in the Subject Area (Geometry concept, ACT/SAT, Writing conventions, etc..)
  - b. **MORE EMPHASIS ON PRACTICING/REINFORCING THE SUCCESSFUL LEARNING SKILLS ABOVE**
3. **ALL TEACHERS SHOULD USE SIMILAR TEMPLATES- EMPHASIS ON LEARNING SKILLS**
4. **ALL STUDENTS SHOULD RECEIVE THE SAME LIST OF SUCCESSFUL LEARNING SKILLS.**

### TRANSPARENCY/EXPECTATIONS FOR STAFF:

5. TRANSPARENCY WITH STAFF ON:
  - a. PRE-TEST RESULTS NEEDED
  - b. POST-TEST RESULTS NEEDED

- c. ACADEMIC WORK BASED ON (STATE STANDARDS)
- 6. TRANSPARENCY WITH STAFF ON FUNDING OF PROGRAM
  - a. NAACP receives grants/donations
  - b. NAACP must share DATA/PROOF of ACADEMIC Work teachers are presenting to students

**TRANSPARENCY/EXPECTATIONS/INCENTIVES FOR STUDENTS:**

- 1. All Students should receive the same List of LEARNING SKILLS expected of them in every course
- 2. Students should receive tangible rewards (Cash, prizes, etc..) for the two weeks

**GUEST SPEAKERS' PRESENTATIONS:**

- 1. Customize for High School aged students
- 2. No longer than 30 minutes in length

**Student's Suggestions**

One student shared his thoughts on what RTB should do for 2023 “These are my suggestions for next year - I would suggest that in the future, they bring in some younger professionals as speakers and take field trips to different business places. For instance, We can have young therapists come speak to us about mental wellness in the young black community, young entrepreneurs talk about business, investment while in college, banking, home ownership, etc...” Every suggestion counts, as I tell the scholars, “Our job is to serve them, they must tell us how to make it happen.” That is the plan for next year.

# Appendix

## English Classes



## Math Classes





## Financial Literacy

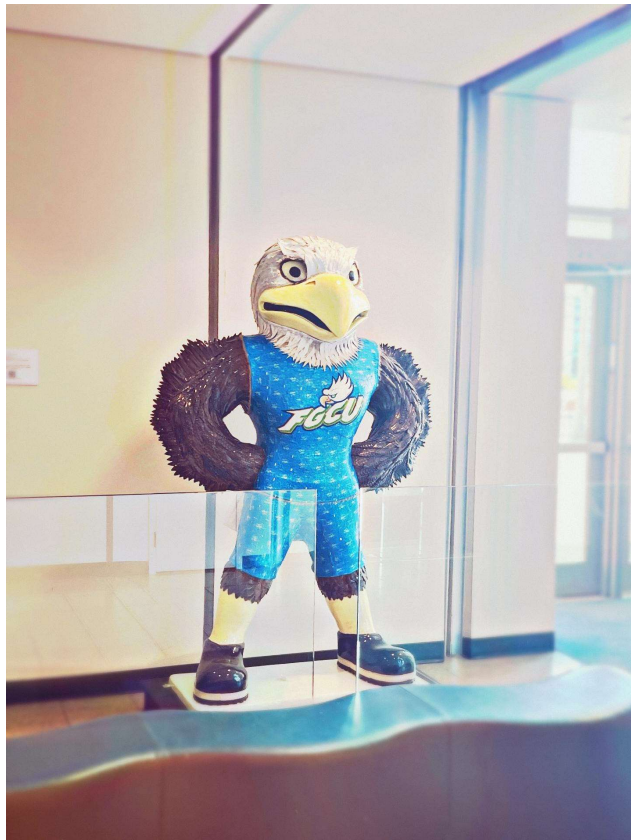






**FGCU field trip**





**Teacher Profiles**

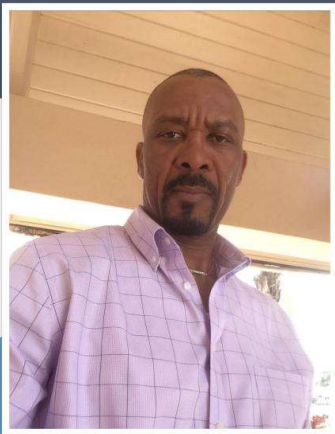


Drjuniacetienne@gmail.com  
239-682-4436



**Dr. Juniace Étienne**

Educational Director for the  
NAACP Raising the Bar Summer  
Program



ac.bernard@hotmail.com  
239-961-0114



**Antoine Bernard**

Subject: Algebra  
Position Desired: Algebra I  
Certification: Math (5-9)  
Years Teaching: 6-10  
Hobbies: Exercise  
Worked with program before

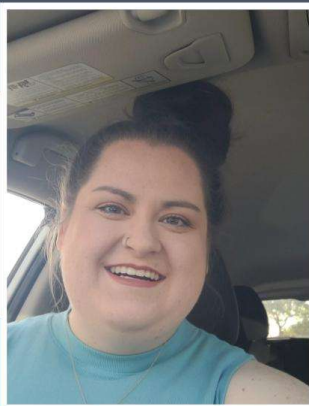


miamigardensinc@gmail.com  
954-399-6645



**Howard Howell**

Subject: Language Arts  
Position Desired: English (10-11)  
Certification: English (6-12)  
Years Teaching: 16-20  
Hobbies: Traveling  
Worked with program before:  
Reading and ACT Preparation



kat.hansen14@gmail.com  
239-359-9728



#### Katherine Hansen

Subject: Language Arts  
Position Desired: English (10-11)  
Certification: English (6-12)  
Years Teaching: 1-5  
Hobbies: Reading, concerts,  
thrifting  
Worked with program before: No



bmr\_melvin@yahoo.com  
239-248-8474



#### Barbara Melvin

Subject: Financial Literacy  
Certifications: Florida Integrity Bank as  
Vice President, 1st VP Collier County  
NAACP, Interim President of Dress  
for Success, FGCU Small Business  
Advisory Board, former Board  
Member Champions for Learning  
Worked with program before: Yes,  
since its beginning



carterho@icloud.com  
239-821-6629



#### Hope Carter

Subject: Language Arts  
Position Desired: Algebra I and II  
Certification: Mathematics (6-12),  
Mathematics (5-8), Economics,  
Specific Learning Disabilities  
Years Teaching: 26-30  
Hobbies: Biking, reading, puzzles  
Worked with program before:  
Yes; Algebra & Algebra 2



**Amanda Matos  
(Intern)**

Position Desired: College Mentor  
Certification: Studying for BS in  
Psychology  
Hobbies: Art  
Worked with program before: No

amanda12446@gmail.com  
786-768-8121