

peak team

Spring 2020 *peak team* Report Executive Summary

Introduction

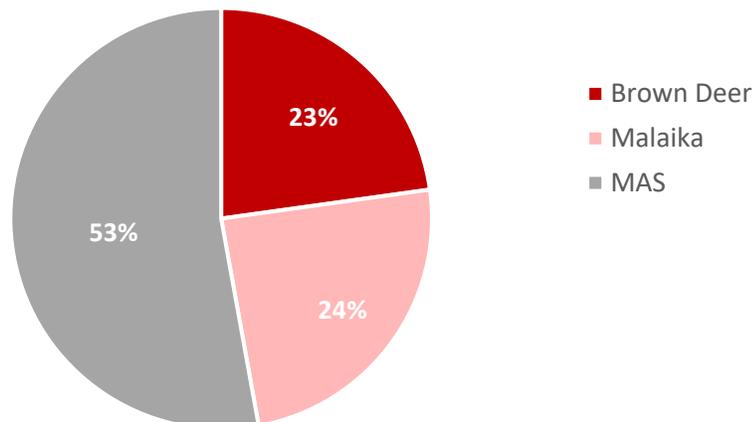
This report provides an analysis and evaluation of the *peak team* (Spring 2020) pilot programs across Milwaukee Academy of Science, Brown Deer Middle School, and Malaika Early Learning Center. This report will include the following pilot programs:

- Malaika Early Learning Center (February 2020)
- Milwaukee Academy of Sciences (January 2020)
- Brown Deer Middle School *Lifeskills* class (March 2020)

The goals of the pilot programs are to reduce negative behaviors, create new strategies for conflict resolution and emotion regulation, and build resiliency in students who have the to develop positive coping strategies.

Program Enrollment

A total **192** students participated in the Spring 2020 *peak team* pilot programs from January - March. We had scheduled pilot programs through April and May 2020 however, due to the novel coronavirus (COVID-19) which closed schools across the Greater Milwaukee area and Brown Deer school districts and transitioned their curriculum and coursework to online platforms and e-learning systems. We previously scheduled an additional pilot program with Milwaukee Academy of Science 4th & 5th grade PE classes for April 2020 and 7th grade PE classes for May 2020. These two programs have been re-scheduled for the upcoming fall 2020 school year.



The breakdown of *peak team* participation by schools and programs is: 53% from Milwaukee Academy of Science, 24% from Malaika Early Learning Center, and 23% with Brown Deer Middle School/High School. Spring 2020 grade level breakdowns are:

- Brown Deer Middle School (7th & 8th grades)
- Malaika Early Learning Center (1st, 2nd & 3rd grades)
- Milwaukee Academy of Science (4th & 5th grades)

***peak team* Physical Activity**

For the program at Milwaukee Academy of Science, students participated in 30 -50 minutes of physical activity during the *peak team* pilot program. This includes activities related to tennis, introductory tennis skill development, large group games (ie. Red Light, Green Light, Simon Says, Animal Freeze Tag), and other independent activities (ie. Jumping rope and scooters).

For the program at Malaika Early Learning Center, students participated in 20-25 minutes of physical activity during their pilot program. This includes activities related to tennis, introductory tennis skill development, large group games (ie. Animal Freeze Tag, Simon Says, Tic-Tac-Toe, and Red Light, Green Light, Yellow Light); independent activities (ie. Jumping rope, scooters, and agility ladder); a sensory pathway and drawing and worksheet activities.

Lifeskills and *peak team*

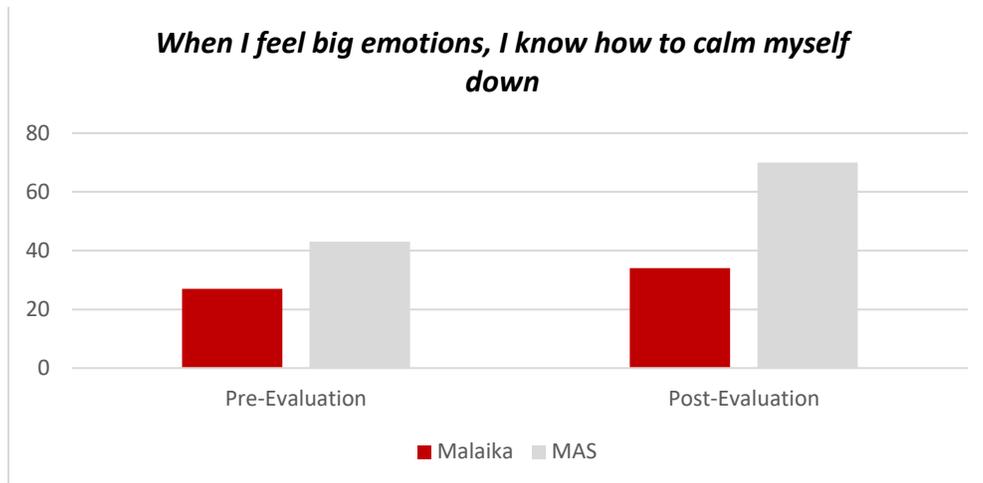
In a continuation of the *peak team* program from Fall 2019 with the Brown Deer Middle School PE classes, we partnered with the Lifeskills teacher, Chad Ohlendorf, who teaches the course through the *Overcoming Obstacles* curriculum and *EVERFI* online program. The *peak team* Lifeskills program was led by James Forster and John Paul Kiatoukaysy. The *peak team* Lifeskills program combined activities from the *peak team* Manual and new activities that corresponded to broader topics per discussion with the Lifeskills faculty.

Our *peak team* Lifeskills program included: peer-to-peer activities, large and small group discussions, relaxation techniques, surveys and goal setting and online vision boards.

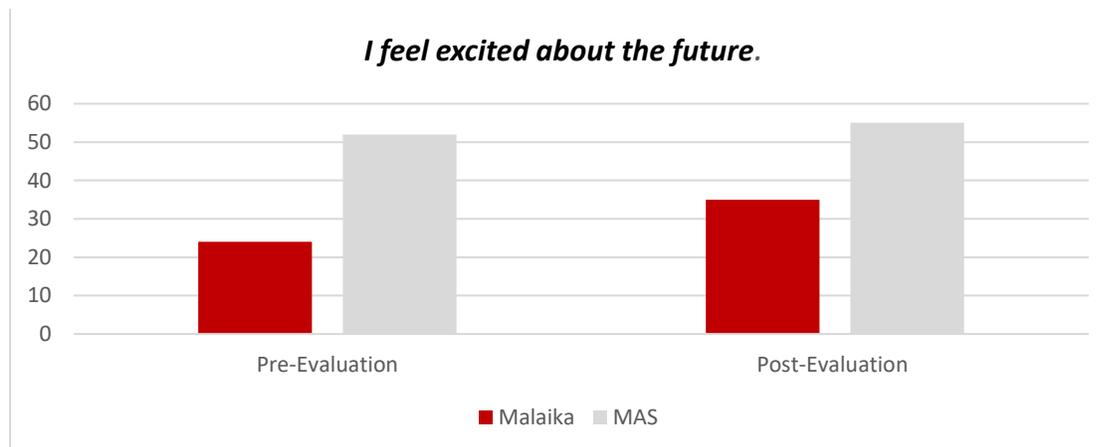
Building Resiliency

To build resiliency in students, the program focused on developing social-emotional learning skills through the *peak team* curriculum that encompasses the CRAFT model (Catch Yourself, Relax, Assess, Focus, and Think, Decide & Act) and reinforces positive reframing behavior-modification rather than reactionary and/or defensive (fight); and help students to develop a resilient mindset.

We had 104 students complete the pre-evaluation and 128 students complete the post-evaluation. The Brown Deer **Lifeskills** program completed and different pre & post-eval surveys that were related to their pilot program content. The discrepancy in the total number of completed evaluations may be due to student absences; students not filling out the survey or not willing to complete it; or students marking multiple boxes and not being able to discern their true responses. Students with the MAS pilot program completed both the pre- and post-evaluations during their PE class time. Students with Malaika completed the pre-evaluation with their teachers in the classroom. We did not receive the surveys from Malaika's first grade students.



Analysis: The second half of the pilot program focused on a continuation of students using the CRAFT change-process to work on (a) using different strategies to calm themselves down and reframe rather than react. As a result, we looked closely at the evaluations results for the statement “*When I feel big emotions, I know how to calm myself down.*” We found that 70 students responded positively in the pre-evaluation (67%) which increased to 104 students who responded positively (81%) in the post-evaluation.



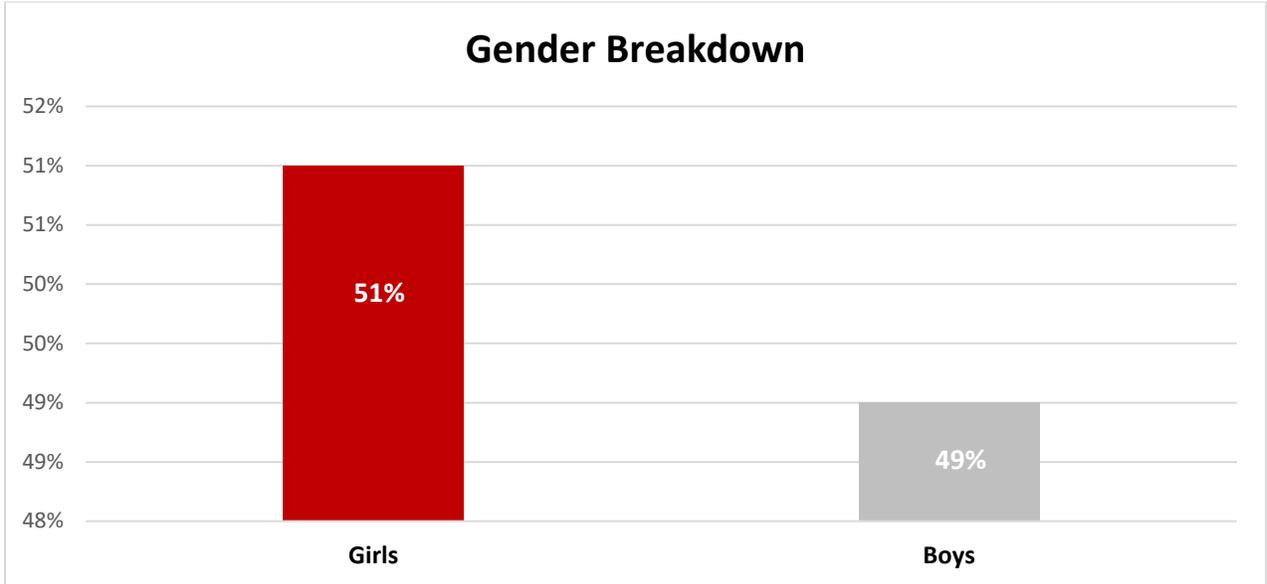
Analysis: The second half of the pilot program focused on a continuation of students using the CRAFT change-process to work on (b) thinking positively towards their future and life dreams, and goal-setting. As a result, we looked closely at the evaluations results for the statement “*I feel excited about the future.*” We found that 76 students responded positively in the pre-evaluation (73%) which increased to 104 students who responded positively (81%) in the post-evaluation.

Staff Training

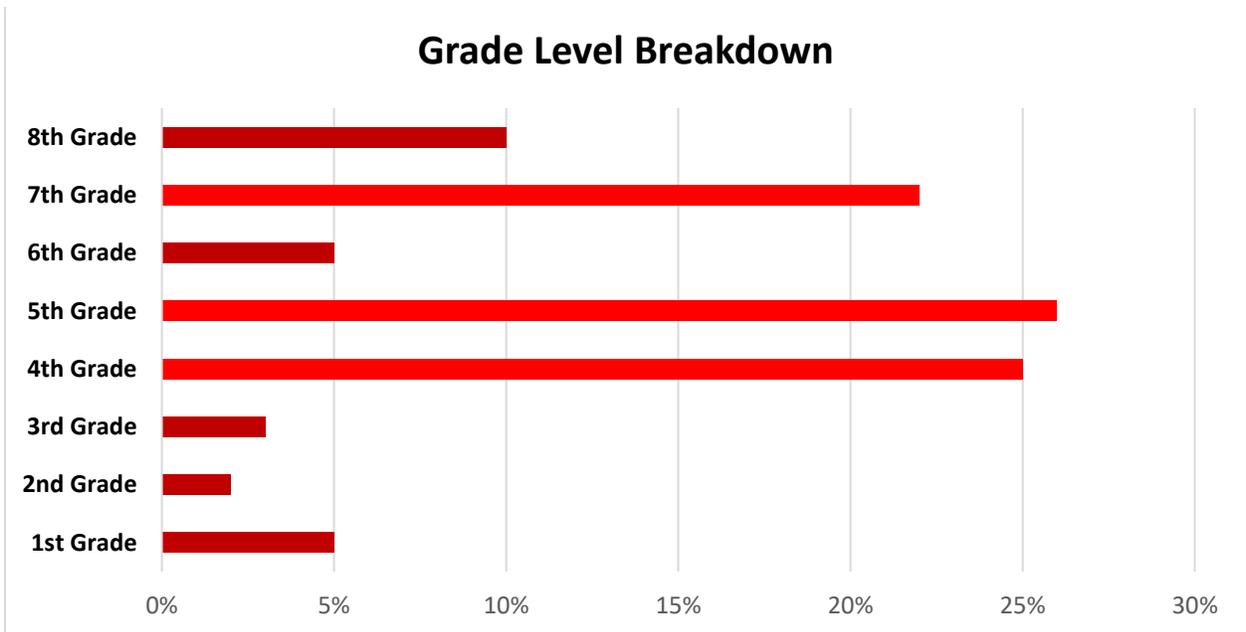
To ensure strong relationships and maintain trust between students, families and staff, *peak team* provided on-site training sessions for administrators, teachers and school staff and professionals. We conducted two trainings during Spring 2020 – both which were at Milwaukee Academy of Science in February 2020 and March 2020. The February training was conducted for 23 staff and faculty members within the elementary school. Our March training was conducted for XX staff and faculty members at the middle school level.

peak team Data (to date):

Gender Breakdown: Examining our data from the start of *peak team* programming shows the following breakdown for gender based on how students are identified through their schools and/or programs or how they self-identify. Girls represent **51%** of participation in *peak team* and boys represent **49%** of participation in *peak team*.



Grade Level Breakdown: Examining the data from the start of *peak team* programming shows the following breakdown for participants based on enrollment and grade level: First grade is 5%; Second grade is 2%; Third grade is 3%; Fourth grade is 25%; Fifth grade is 26%; Sixth grade is 5%; Seventh grade is 22%; and Eighth grade is 10%.



Program Breakdown: Examining the data from the start of *peak team* programming shows the following breakdown for participants based on their school and/or organization’s involvement and pilot of utilizing the *peak team* curriculum: Brown Deer Middle School (27%); Malaika Early Learning Center (11%); Milwaukee Academy of Science (59%) and Milwaukee Tennis & Education Foundation (3%).

