



Fall 2019 *peak team* Report Executive Summary

Introduction

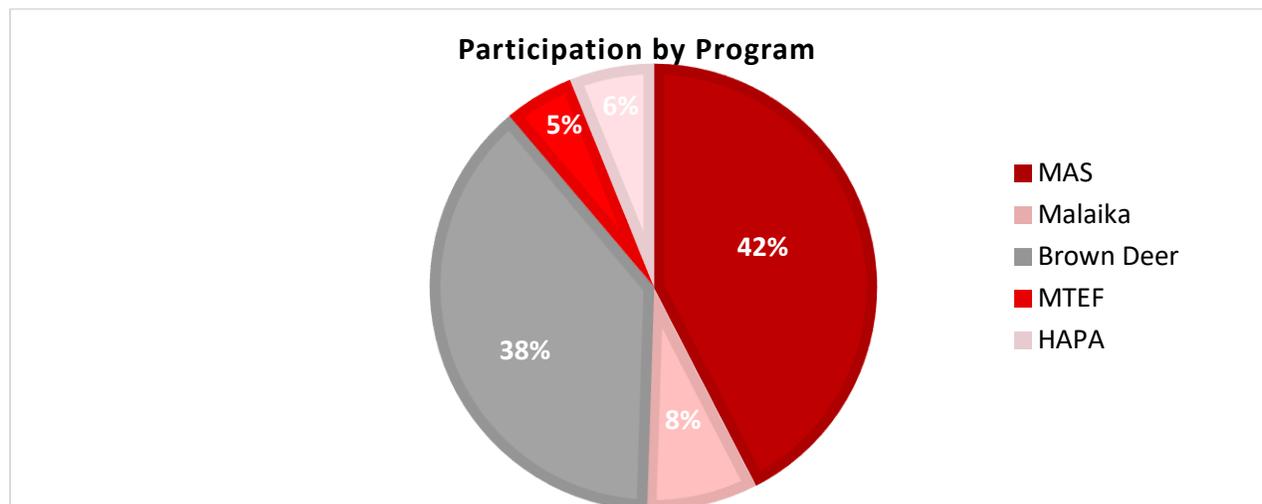
This report provides an analysis and evaluation of the *peak team* (Fall 2019) pilot programs across Milwaukee Academy of Science, Brown Deer Middle School, Milwaukee Tennis & Education Foundation, and Malaika Early Learning Center. The pilot programs ranged from 1 – 2 weeks in length for students in first through eighth grades. The pilot programs engaged students in over **76.50** hours of hands-on social-emotional learning strategies and physical activities. Students from all schools were able to participate in a class field trip to the Milwaukee Tennis Classic at Western Racquet Club.

The goals of the *peak team* pilot programs are to reduce negative behaviors, create positive relationships between students, faculty and staff, and build resiliency in students in order to develop positive coping strategies.

Program Enrollment

A total **517** students participated in the 2019 *peak team* pilot programs from August - December. The breakdown of students per pilot program is:

42% from Milwaukee Academy of Science	6% from Hmong American Peace Academy
38% from Brown Deer Middle School	5% from Milwaukee Tennis & Education Foundation
8% from Malaika Early Learning Center	



Physical Activity

Each day 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, Freeze Tag), and other independent activities (ie. jumping rope and scooters).

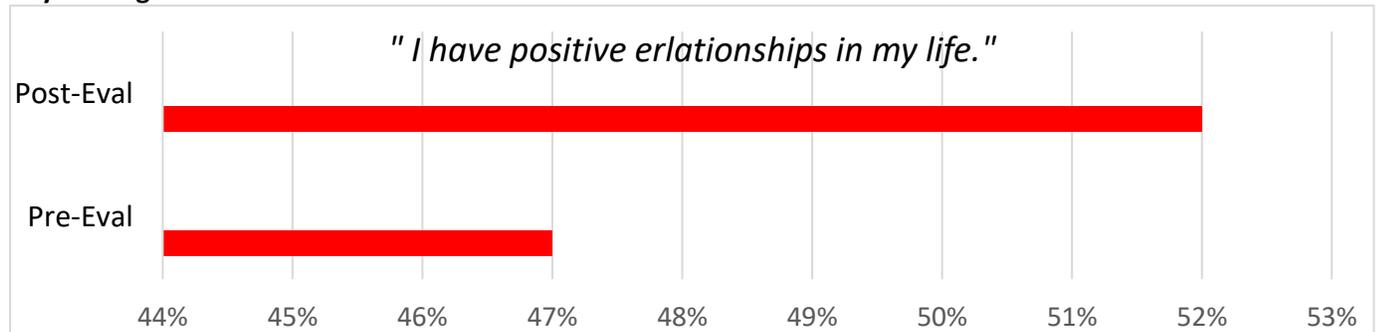
Building Resiliency

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.

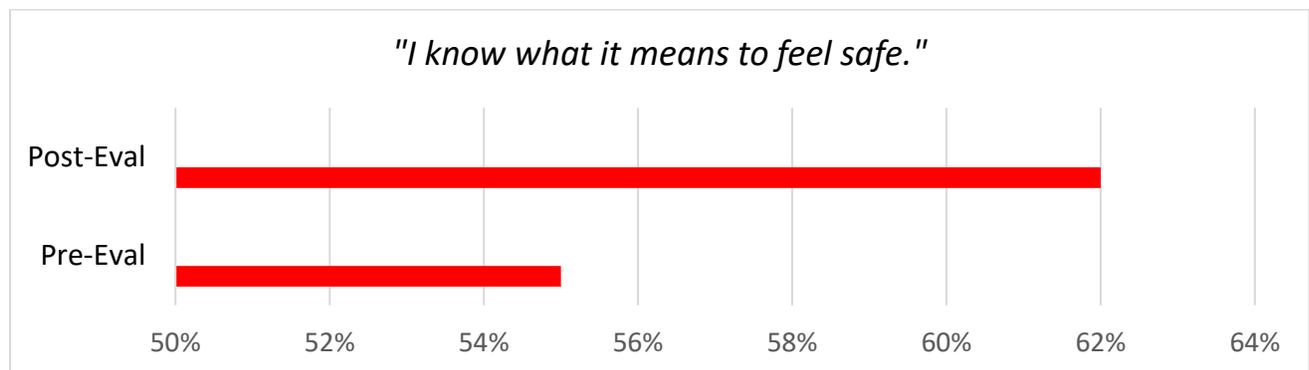
Staff Training

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 at each pilot site. *Peak team* staff conducted staff trainings for **139** teachers and administrators. Of the staff training participants, 5% identified as Hispanic/Latino; 32% as African-American; 55% as White; 2% as Asian; and 6% as multi-racial.

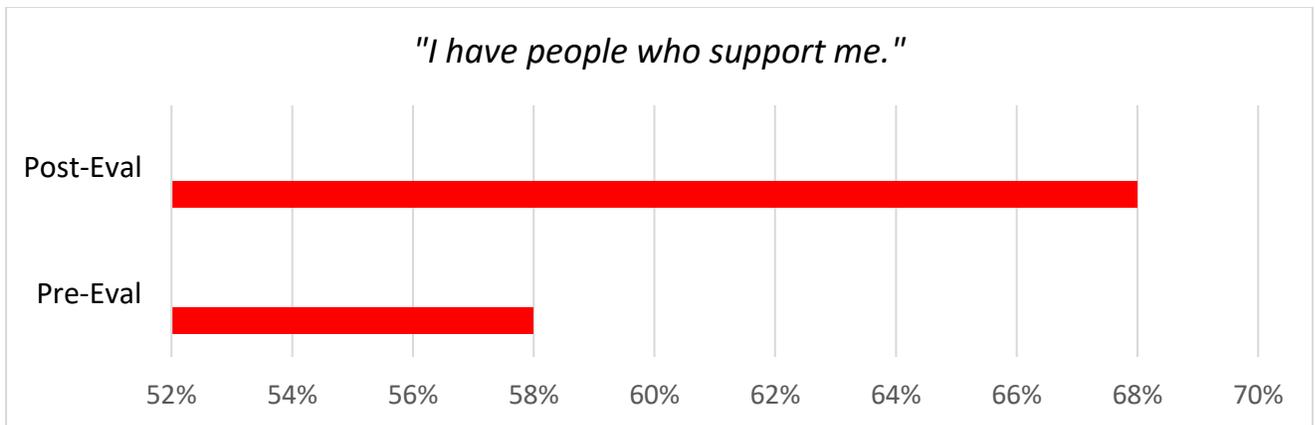
Key Findings



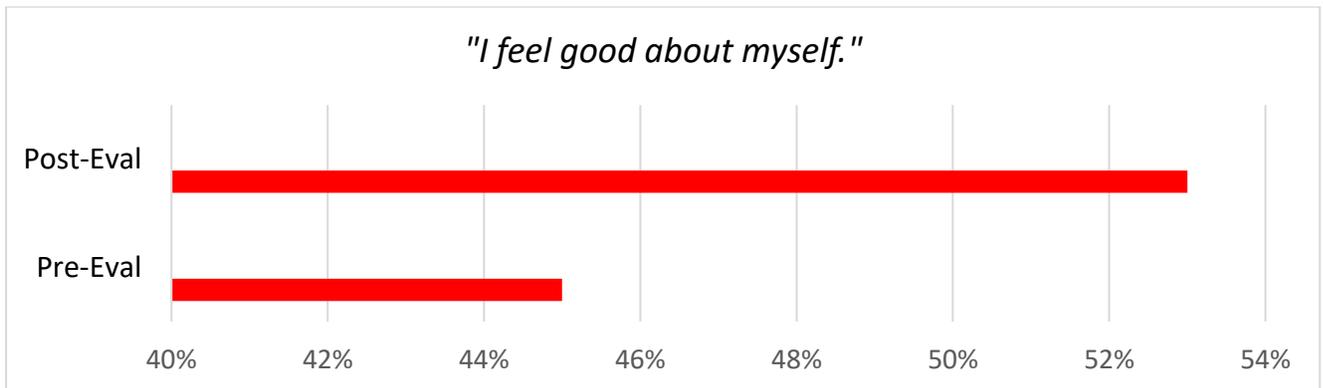
Overall, all *peak team* participants' responses showed an increase from 47% to 52% of strongly agreeing to having "positive relationships in my life." Brown Deer Middle School students' responses to "I feel like I have positive relationships in my life" decreased from (50%) in the pre-evaluation to (41%) on the post-evaluation. Malaika Early Learning Center students' responses increased from the pre-evaluation (45%) to the post-evaluation (82%).



Overall, all *peak team* participants' responses showed an increase from 55% to 62% of strongly agreeing to "know what it means to feel safe." Malaika Early Learning Center students showed an increase on the pre-evaluation (23%) to the post-evaluation (82%).



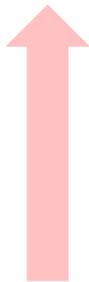
Overall, all *peak team* participants' responses showed an increase from 58% to 68% of strongly agreeing that they "have people who support me".



Overall, all *peak team* participants' responses showed an increase from 45% to 53% strongly agreed that they "feel good about myself." Brown Deer Middle School responses showed the greatest increase in responses from pre-evaluation (**43%**) to post-evaluation (**49%**). Malaika Early Learning Center students' responses increased from the pre-evaluation (**36%**) to the post-evaluation (**77%**).

Key Insights from Our Data

After participating in two-week *peak team* training sessions as part of their school's physical education curriculum, students and teachers demonstrated:



- Students were more willing to try and attempt activities
- Students showed improvement in listening to and following directions
- Students were less likely to be aggressive or defensive and make better decisions.
- Students were able to recognize and understand the CRAFT model and the steps in the CRAFT change process.