



Official School Name
Michael M Byrne Elementary School

Address
5329 S Oak Park Ave
Chicago, Illinois 60638

Number Of Students Served	Capacity	Utilization	Adjusted Capacity	Adjusted Utilization
671	480	140%	780	86%

School Type	Grades Served	Performance Rating	Space Use Status	Adjusted Space Use Status
Neighborhood	K-8	Level 2	Overcrowded	Efficient

Mission Statement as of May 2013

Michael M. Byrne will provide an environment rich in opportunities, mutual respect, and academic learning which will prepare all Byrne students to be successful in a rapidly changing world. Through Best Practices and effective teaching strategies, students will develop proficiency in language arts, math, science, and technology. Through purposeful experiences and character development, our students will seek a lifetime of learning and make a positive difference in the world.

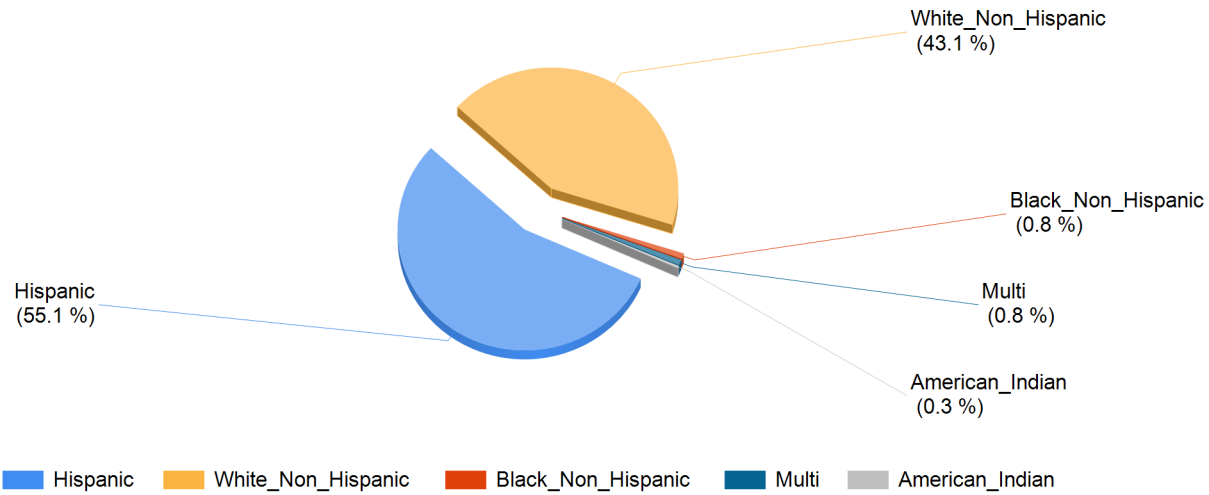
School Priorities as of May 2013

Description	Rationale
Using the "Train the Trainer" model, CHAMPS: A Positive and Proactive Approach to Classroom Management, Byrne School will train teachers to use the method to support classroom management of student behavior to enhance academic experiences.	The CHAMPS program is designed to assist teachers in managing classrooms through positive behavior which will maximize time on task and minimize time on behavioral adjustments. Teacher Instruction will remain focussed, students will stay on task, allow for increase of rigor, and motivate students to achieve.
Attendance will be monitored for all students and staff in order to deliver and receive instruction efficiently. Increasing student and staff attendance by 1.0% each year.	Student and teacher attendance data should reflect a professional work ethic as a model for students so that academic instruction and achievement is the priority. Rewards for all shall boost the professional and academic climate to prepare students to begin each day with a positive approach to learning. Incentives will be a necessary component for at-risk students and students with various learning styles and attitudes.
Improving student writing skills through the implementation of the Lucy Calkins method (K-2_2012-2013, 3-5_2013-2014) and maintaining the strategies teachers were trained for in Constructed Writing Response professional development will provide students with articulations skills to express and apply their learning.	ISAT achievement data reflects scores in constructed writing of 2, 3, but few 4's on a 0-4 scale. Constructed response PD provided teachers with strategies and tools for pedagogy to improve student writing. Implementing Lucy Calkins will help create articulative students from the early grades boosting the ability to write as they proceed through the grades. Better writers derive from better readers which will impact student achievement and also provide students with the ability to communicate their needs to others.
Improving student attendance by 1% each year until until 97% is reached.	Student attendance improvement will improve student success in school because of more time on task.

Programs & Services

Advanced Placement Courses	No
CTE: Citywide	No
CTE: Other	No
CTE: Traditional Academy	No
CTE: Traditional Program	No
Health and Wellness	Crisis Intervention Services, School-based Dental Services
IB Wall-to-Wall/Programme	No
School-wide Programs and Models	Kindergarten
Selective Enrollment/Gifted Program	No
Service Leadership	No
Sports and Fitness	16" Softball, Boys' Basketball, Boys' Golf, Girls' Golf
Supports And Resources	Byrne is a neighborhood school recognized for its high academic standards, Garden Club, volleyball teams and rigorous academic expectations. Talented 8th graders take algebra after school. The school enjoys partnerships with the Clorox Corporation, Archer Bank and W.R. Grace. Byrne honors students with perfect attendance, honor roll, and an awards assembly at years end.
Theme Based Magnet	No

% of students by race/ethnicity



% Special education & students with disabilities	% English language learners	% Receiving free or reduced lunch	% Students in temporary living situations	% attending students who reside in neighborhood if boundary	% attending students who reside in neighborhood if boundary	% applicants enrolled if selective
15.06	7.68	59.34	0.30	87.9	93.8	N/A

General Information	
School Level	ES
Geographic Network	Midway Elementary Network
Geographic Area	MDW
School Type	District

Schools Co-Located on Campus
<u>School Name</u>

Building(s) Inventory	
Total Campus Area (S.F.)	46,622
Year Constructed (MAIN)	1936
Breakdown by Building Type (S.F.)	
Building Type	Building Size
MAIN	22000
ADDITION	9600
ADDITION	15022

Campus-wide Air Conditioning	
A/C Level	Full
Full A/C: Campuses have a centralized air conditioning/dehumidification system that provides thermal comfort to all buildings and classrooms, or the campus has a combination of spaces cooled by a centralized system and/or window A/C units in every classroom.	

Facility Assessment (for co-located schools and programs , the facility assessment represents total need of Campus)		
Latest Assessment	2012	
		<u>Facility Systems Assessed (by Phase)</u>
	\$580,539.96	<i>Exterior</i>
	\$1,175,215.47	<i>Mechanical, Electrical, Plumbing and Fire Protection</i>
	\$641,947.02	<i>Interiors</i>
	\$657,220.85	<i>Site</i>
Total Campus Need	\$3,054,923.30	The total dollar amount of existing maintenance repairs and replacements, identified by a comprehensive facilities condition assessment of buildings, grounds, fixed equipment, and infrastructure needs. It does not include types of work such as program improvements or new construction; these items are viewed as separate capital needs

Campus Summary	
Recommended Campus Action	Evaluate Overcrowding Relief
Planned Capital Projects	
Fiscal Year	
Proposed Budget	
Project Type	

Current Academic Facilities Available on Campus	
ART	0
MUSIC	0
BAND	0
CHORAL	0
COMPUTER	0
LIBRARY	0
SCIENCE	YES
PLAYGROUND	

Historical & Current Enrollment

Year	PreK	KG	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	G12	Other	Total
2006	0	66	57	74	76	75	70	87	77	94	0	0	0	0		676
2007	0	61	81	58	85	85	66	75	88	72	0	0	0	0		671
2008	6	60	72	97	66	92	88	78	74	88	0	0	0	0		721
2009	1	49	73	70	91	73	91	90	77	79						644
2010	0	58	63	70	79	96	85	99	87	77	0	0	0	0		714
2011	0	74	57	65	69	81	88	84	91	82	0	0	0	0	1	692
2012	0	53	81	62	67	73	88	85	81	94	0	0	0	0		684
2013	0	54	69	60	91	60	62	69	84	85	0	0	0	0	31	665

Projected 10 Year Enrollment

Year	PreK	KG	G1	G2	G3	G4	G5	G6	G7	G8	G9	G10	G11	G12	LRE2-3	Total
2014	0	54	63	74	62	96	62	62	69	87	0	0	0	0	69	657
2015	0	54	63	68	77	65	97	62	62	71	0	0	0	0	62	649
2016	0	54	65	67	70	81	66	97	62	64	0	0	0	0	62	656
2017	0	54	64	70	69	74	83	66	97	64	0	0	0	0	97	670
2018	0	54	64	68	72	73	75	83	66	100	0	0	0	0	66	685
2019	0	54	64	68	70	76	74	75	83	68	0	0	0	0	83	662
2020	0	54	64	68	70	74	77	74	75	86	0	0	0	0	75	672
2021	0	54	64	68	70	74	75	77	74	77	0	0	0	0	74	663
2022	0	54	64	68	70	74	75	75	77	76	0	0	0	0	77	663
2023	0	54	64	68	70	74	75	75	75	79	0	0	0	0	75	664