



Ferris Independent School District Facilities Long Range Plan

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General Overview

Ferris Independent School District is a public school district based in Ferris, Texas (US).

The district includes part of Ellis County, sections of Red Oak, Waxahachie, and the Bristol census-designated place. In Dallas County, it includes the remainder of Ferris and a portion of Lancaster.

The Ferris ISD school district began in 1911 as a modest one-campus district. After the Ferris Brick industry was established, the town's population grew rapidly. In 1941, the current administration building was erected followed by Hazel Ingram Elementary (1968), Ferris Jr. High (1978), Ferris Intermediate, now Lee Longino Elementary (1986), Lucy Mae McDonald Elementary (2002), and Ferris High School (2008).

The district is led by Superintendent Hector Madrigal, Deputy Superintendent Lance Campbell and Assistant Superintendent of Academic Services Lindsey Wood.

The district serves the Ferris City Limits as well as Bristol, Texas, parts of Southern Dallas County, and the community of Trumbull, Texas.

Ferris ISD is located approximately 20 miles south of Dallas, and our students come from a variety of rural and neighborhood backgrounds. The small-town atmosphere of Ferris contrasts with the inner-city environment of Dallas, which has begun to attract many families who prefer their students to attend a smaller school. New home construction continues to increase, which will result in continued growth in enrollment.

The district makes the safety of students and staff among our top priorities. Additional police staff have been added and the district seeks to make additional safety modifications to campuses with several grants written and received by the district. The Ferris ISD Police Department serves the school community in a protective capacity as well as providing a proactive approach to safety education, not only for Ferris ISD students and staff, but for a growing number of other agencies as well.

Our staff of dedicated, nurturing professionals, combined with active PTOs at several campuses aids in maintaining a high level of parent engagement, particularly at the elementary grades and with growing frequency at the secondary campuses. The district continues to work toward creating an atmosphere of community at every campus and in all departments across the district. To improve school-family communication, we continue to utilize a variety of media to communicate with parents, including traditional newsletters,



emails, and phone calls, along with messaging via Skyward, Remind, and social media such as Facebook and Twitter. The district continues to seek new ways to extend our reach and ensure that all parents have access to up-to-date information concerning school activities and their children's education and progress.

Each year the district gathers input and data from campus and district-level community surveys as well as from key stakeholders. In Ferris ISD, we understand the vital role education plays in the strength and vitality of our country; and we are committed to providing our students with educational and extracurricular opportunities that will foster their growth and development. From the classroom to the gridiron and from the band hall to the ag farm, our Yellowjackets are sharpening their skills to compete on a world stage.

Mission:

FISD recognizes the complex challenge of empowering students to succeed in a world of unprecedented change, a world where our graduates are filling jobs that did not even exist when they entered high school. We are committed to embracing that challenge. FISD is a family, a community, a team; and we dedicate ourselves and our resources to providing every child with every opportunity to become more tomorrow than even they imagined possible today.

Vision:

Ferris ISD is a technology-rich school district with classroom instruction and extracurricular opportunities designed to promote creativity, critical thinking, and problem solving; and inspire students as they work collaboratively with their peers.

Core Values:

- Students First
- Dare to Dream
- Broadened Horizons
- Integrity
- Passion and Pride
- Nurture
- Together with Families
- Commitment
- Exemplify High Expectation

**Core Beliefs:**

- Given the right opportunity, every student can blossom.
- Our students are appreciative of the opportunities afforded them.
- Respect, honor, and pride will mark our path.
- Family and Community engagement is essential.
- Strong leadership and exceptional teachers are the bedrock of success.
- Instructional excellence is founded on a professional, motivated, and passionate staff that understands, embraces, and serves our diverse population.
- Individuals support what they help create.

Portrait Of A Graduate:

- Communicates effectively
- Possesses the critical thinking skills necessary to excel in higher education, technical school, armed services, or the workforce
- Exhibits a keen sense of respect for others, personal integrity, and desire to serve their community
- Adeptly utilizes advanced technology tools to accomplish tasks
- Intrinsically motivated
- Commits to being a lifelong learner

District Goals:

Goal 1: Ferris ISD will ensure all scholars receive high-quality instruction.

Goal 2: Ferris ISD will actively recruit, develop, and retain high quality staff and will build capacity for all educators.

Goal 3: Ferris ISD will provide safe and secure working, teaching, and learning environments and will foster a positive culture for all schools and the community through communication and stakeholder inclusion.

Goal 4: Ferris ISD will ensure strong financial stewardship and sustainability.



Part II – Educational Facilities

Ferris ISD has five schools: Hazel Ingram Elementary School, Lee Longino Elementary School, Lucy Mae McDonald Elementary School, Ferris Junior High School and Ferris High School.

Hazel Ingram Elementary School (PK – K)

Hazel Ingram Elementary School serving grades PK-K opened in 1968 (56 years old) and is the second oldest of the district's facilities with the Administration Building constructed in 1941(83 years old) being the oldest. Many of the buildings' systems and materials have reached their lifecycles and the school is approaching its capacity.

Lucy Mae McDonald Elementary School (1st – 3rd)

Lucy Mae McDonald Elementary School opened in 2002 (22 years old) and is the fifth oldest of all the district's facilities. Many of the buildings' systems and materials have reached their lifecycles and the school is approaching its capacity.

Lee Longino Elementary School (4th – 5th)

Ferris Intermediate, now Lee Longino Elementary School, opened in 1986 (38 years old) and is the fourth oldest of all the district's facilities. Many of the buildings' systems and materials have reached their lifecycles and the school is approaching its capacity.

Ferris Junior High School (6th – 8th)

Ferris Junior High School opened in 1978 (46 years old) and is the third oldest of all the district's facilities. Many of the buildings' systems and materials have reached their lifecycles and the school is approaching its capacity.

Ferris High School (9th – 12th)

Ferris High School, the newest district facility, opened in 2008 (16 years old) and is generally in good shape but shows signs of age normal for a building over 15 years old. The facility will serve the district for years to come, but considerations should be given to replacing the aging equipment and systems original to the building.

Extensive civil repairs are required to continue the safe operation of the school. FHS also utilizes fields and buildings located across the street on Ferris Junior High School property.



Students must travel between buildings multiple times and cross a busy street each day. Due to forecasted enrollment growth and safety of the students, a replacement high school should be considered.

Land

Ferris ISD owns property that could be used for a future school site or sold as surplus. The proceeds from the sale could be utilized to acquire a future site in a location better suited for school construction. The purchase of additional land is required to address future growth and expansion of district facilities.

Part III – Demographics

On February 2021 School District Strategies (SDS) provided Ferris ISD a District Demographics Update indicating 357 vacant developed lots in the district and 239 lots under development. New home production in the district was expected to ramp up with approximately 940 new homes occupied over the next five years. Current enrollment in 2021 was 2,657 students. Projected enrollment in 2024 was 2,861 students with 3,569 students projected in 2030. With the total District Functional Capacity being 3,640 students, Ferris ISD knew that a future bond was needed.

On October 2024, Ferris ISD hired Zonda Education, formerly Templeton Demographics, to update the School District Strategies (SDS) demographic study completed in 2021. Zonda's updated Demographic report reinforces the School District Strategies (SDS) report findings and indicates growth within the district's boundaries occurring at a faster pace than previously reported.

The School District Strategies (SDS) report projected the district would have 2,861 students by the 2024/2025 school year. As of November 2024, Ferris ISD has an enrollment of 3,028 students. The growth has increased rapidly, and the district has already surpassed the projected enrollment. Zonda reports projected enrollment to be 4,359 in 2030 and 5,221 by the 2034/35 school year.

If the current trend continues, Zonda's demographic study projects the district functional capacity of 3,640 students being surpassed by the end of the 2026/27 school year.



Part IV – Implementation Plan

The district's Facility Long Range Plan is as follows:

The Facility Long-Range Plan serves as a guide for the District's current and future planning based on the continuous review of student enrollment projection data, campus capacity, and facility condition. Recommendations are subject to change if the data indicates the need for revision to a particular recommendation. The recommendation to consider and adopt the FISD Long-Range Plan will be made to the FISD Board during the January 21, 2025, Board Meeting.

The current District's bond capacity is directly tied to property values. At the current property value, the District's bond capacity is \$46,000,000. Using conservative growth projections and a two-year modeling approach, the District could pursue a \$75,000,000 Bond Program in May 2025.

Commercial growth can add to property values and help reduce the tax burden on homeowners, but it may take up to 10 years to fully realize the property value from the Data Bank Campus.

Following District staff and Financial Advisor discussions with Data Bank and representatives from Red Oak Economic Development Corporation, Specialized Public Finance, Inc. adjusted the commercial property growth projections to reflect a more conservative outlook. This revision accounts for a slower buildout of the Data Bank Campus, which is expected to result in reduced property value growth over the projected period. With growth from the Data Center expected to begin in 2026, the full property value is anticipated to be reflected on the tax rolls by 2035, representing a 10-year buildout.

AG|CM was commissioned to perform a Facility Condition Assessment (FCA) for Ferris Independent School District (FISD). The Facility Condition Assessment (FCA) intends to provide information about the District properties for planning purposes. The Facility Condition Assessment (FCA) identified systems and materials that have either reached their estimated useful life, or are damaged in some way, both resulting in required replacements or repairs. The identified replacements and repairs can be prioritized and scheduled while also considering available funds or future funding strategies.

The Asset Overview Report (under separate cover) and the Asset Photographs Report (under separate cover) document the requirements by asset observed in the field. This



information was then developed into an estimate of the probable cost for replaced or repaired systems and materials, which was then used to determine the asset Facility Condition Index (FCI).

The District can use this data to plan both timeline and funding. The identified replacements/repairs can be prioritized and scheduled while considering available funds or planning future funding strategies.

Please note that we cannot know when the District plans to address any of the issues in this Facility Condition Assessment (FCA), and thus, escalation costs are not included in any of the estimates of probable cost.

Additionally, AG|CM utilized VFA Facility software, a web-based data management application, to document the Facility Condition Assessment (FCA) but did not include anything related to Information Technology (IT) equipment in the VFA database or the estimates of probable costs listed in this report.

Typically, technology can change and require upgraded equipment before currently installed equipment can reach the end of its expected useful life, so it is customary for districts to budget for these equipment upgrades outside of normal bond timelines.

Not considering funding for new construction due to anticipated future growth, or funding for replacement for Information Technology (IT) equipment, the Facility Condition Assessment (FCA) identified over \$49,000,000 in deferred maintenance/systems replacement need requiring attention over the next five years.

Additionally, if the district were to postpone addressing the deferred maintenance/system replacements identified, based on existing facility square footage utilizing current replacement values, over \$263,000,000 would be required for facility replacement.

Phase I Bond Program scheduled for May 2025

Bond Amount \$134,740,000

Utilizing this new Financial, Demographic, and Facility Condition Assessment (FCA) information, priority should be given to relieve campus overcrowding at both the elementary and middle school levels.



Additional capacity at the existing campuses can be achieved by designing and building a **New Five-Six Center Campus** on existing property owned by FISD located adjacent to Ferris High School, a **New Classroom Addition** at Longino Elementary, and realignment of grade levels at existing schools.

The new Five-Six Center building should be designed with all necessary spaces for the student population in the year of opening and with flexibility for expansion. The Five-Six Center building should be designed with core spaces able to accommodate 850 students and include a storm shelter.

Additionally, the bond should include funding for the **Replacement of district-wide Mechanical, Electrical, Plumbing (MEP) systems, Roofing, and Civil Upgrades** identified in the Facility Condition Assessment (FCA).

FISD should also continue to explore alternate funding sources/strategies to help with funding deferred maintenance projects.

Phase II Bond Program TBD

Bond Amount **TBD**

Construct a **New High School** on a 75-acre site. The new school should be designed for 2,000 students and have core spaces to accommodate 2,500 students and include a storm shelter. The design should allow for future additions to increase the capacity.

Based on the estimated future student growth, the priority is the replacement of Ferris High School. At the time of the writing of this plan FISD does not have the bond capacity to construct a new High School.

The district will continue to evaluate the bonding capacity with their financial advisors annually until the tax base and interest rates align in a way to allow the calling of a bond to pay for the new facility.

In the interim, additional capacity will be provided at the existing high school with portable buildings so as not to decrease the available bond capacity.

Additional capacity will be provided at the existing elementary and middle schools with portable buildings so as not to decrease the available bond capacity.



The future bond should also include funding for **district-wide Facility Condition Assessment (FCA) identified systems and materials** that have either reached their estimated useful life, or are damaged in some way, both resulting in required replacements or repairs. The identified replacements and repairs should be prioritized, giving priority to those assets that require immediate attention.

Funding for **School Buses, Information Technology (IT) Equipment, and purchase of land** for future school sites should also be included in the future bond.

Phase III Bond Program TBD

Bond Amount TBD

Convert Ferris High School to become the new Ferris Junior High School. The Junior High School will continue to operate at its current location until the new High School is constructed. The existing Junior High School move should take place once the new High School is completed.

Convert Ferris Junior High School to an additional Elementary School or space for future programs. The existing Junior High School is anticipated to be utilized as a space to accommodate future district initiatives and provide additional elementary school capacity once the new High School is completed. This option is being provided to create flexibility for the district as it continues to grow.

The future bond should also include funding for **district-wide Facility Condition Assessment (FCA) identified systems and materials** that have either reached their estimated useful life, or are damaged in some way, both resulting in required replacements or repairs. The identified replacements and repairs should be prioritized, giving priority to those assets that require immediate attention.

Funding for **School Buses, Information Technology (IT) Equipment, and purchase of land** for future school sites should also be included in the future bond.

Future Community Engagement

Community engagement is a vital part of planning and developing effective procedures and policy. The district will develop local policy and supporting procedures to govern the community engagement process. The engagement process will serve as the District model to ensure maximum awareness and input from the public prior to calling a future bond.



The Superintendent is responsible for implementing a procedure that codifies the process that engages local community members, school staff and parents through participation in working groups assigned to review issues and develop options for further consideration.

For each program designated for review through this recommended process, each affected group will be supported by District staff that provides data and advice as needed.

Consultant assistance may be provided by the District to maximize the value of the community process. All developed options will be provided to the Superintendent for consideration as possible recommendations to be submitted to the Board of Trustees.

The Superintendent shall report progress to the Board on a regular basis as part of the Board's responsibility for management oversight that ensures effective and efficient public service.

Ultimately, the Superintendent will present final recommendations to the Board of Trustees for review and discussion prior to a final decision.