2025 District Facilities Condition Assessment

December 18, 2025

IRVING
Independent School District

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Introduction

Irving Independent School District (IISD) has embarked on a strategic initiative to ensure its educational facilities continue to support the evolving needs of students, educators, and the broader community. The 2025 District Facilities Condition Assessment Report serves as a cornerstone in this effort, providing a data-driven roadmap for infrastructure investment, modernization, and long-term sustainability.

This plan synthesizes extensive research, district input, and technical evaluations to guide decision-making through the 2034 to 2035 academic year, shaping priorities for the next decade.

This document is more than a facilities assessment. It reflects IISD's commitment to fostering lifelong learning, promoting student agency, and preparing graduates for success in college, career, and life. Through a combination of demographic analysis, facility condition assessments, and educational adequacy and suitability rubrics, the plan presents a comprehensive view of current conditions and future opportunities across select IISD campuses.



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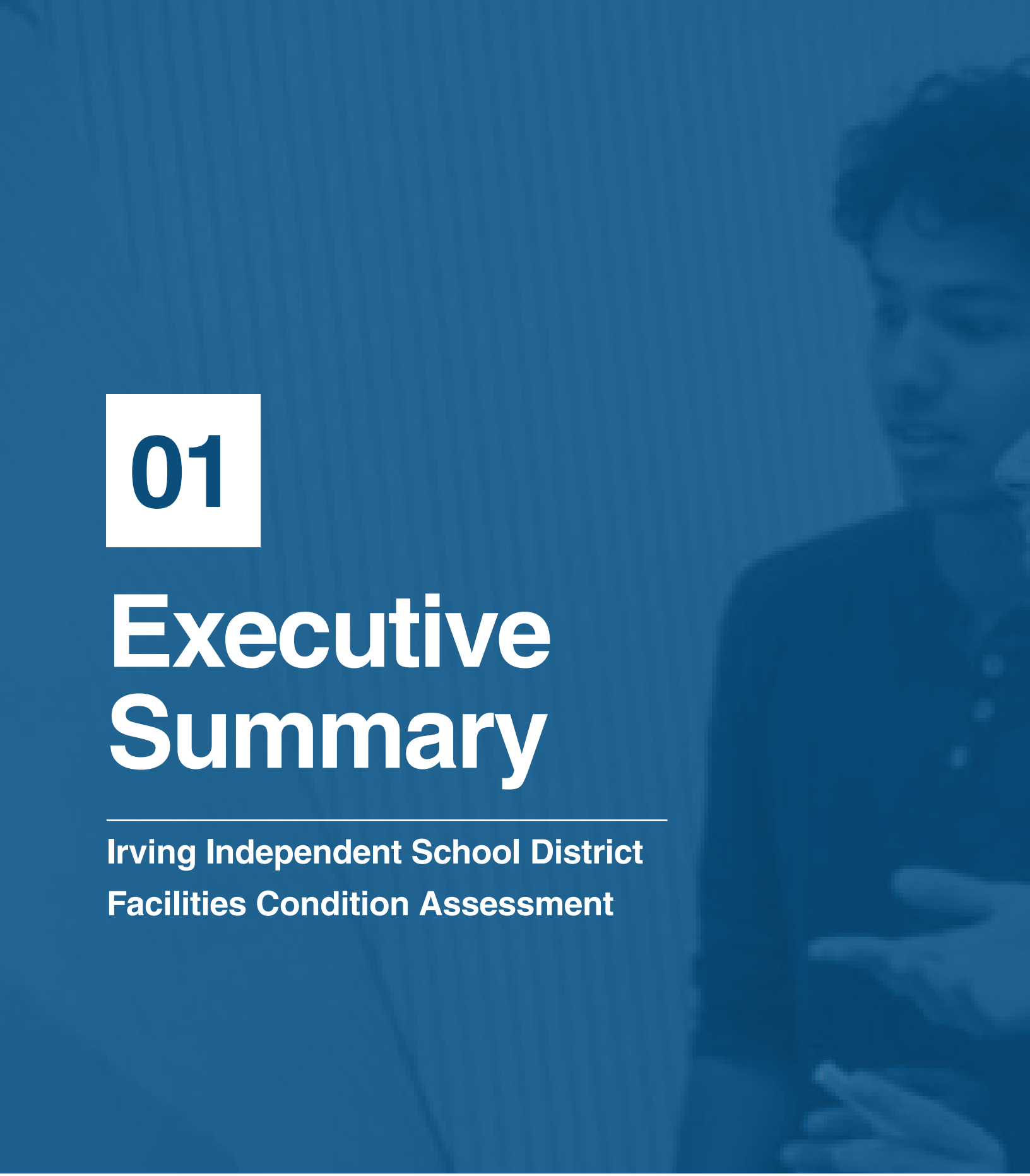
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01

Executive Summary

Irving Independent School District
Facilities Condition Assessment



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Summary

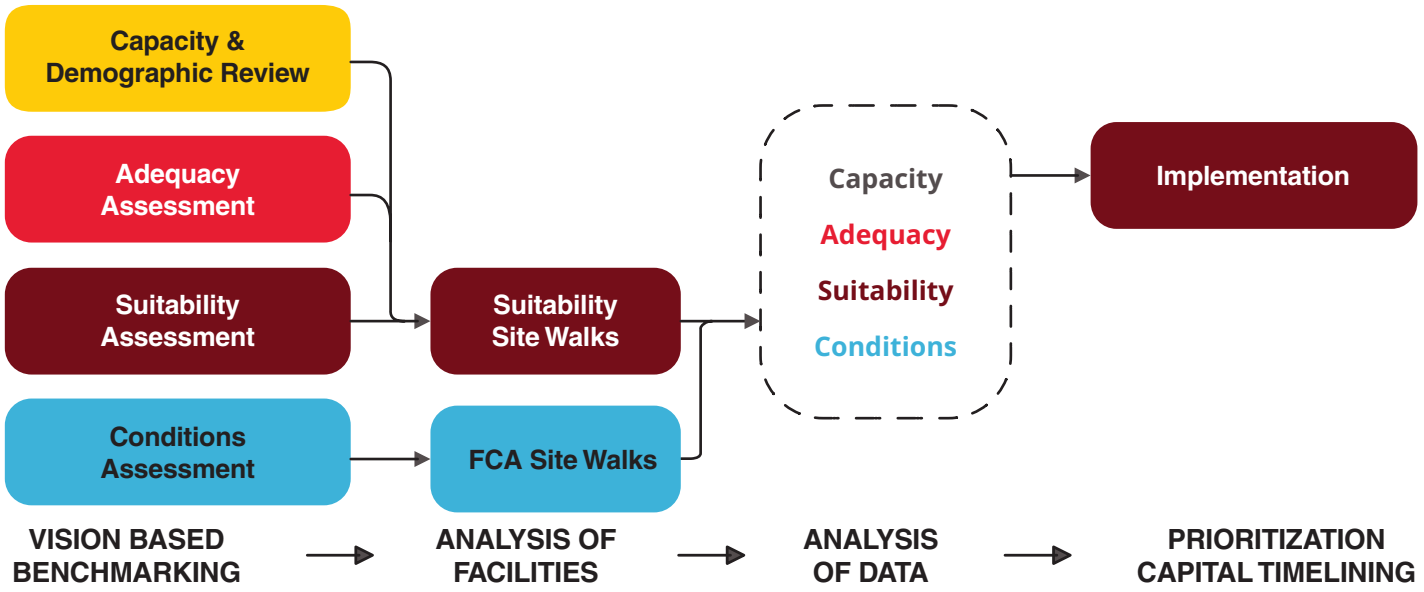
The IISD 2025 Facilities Conditions Assessment Work Book is a robust, forward-looking document that positions the district to proactively manage its real estate portfolio. The following thirty-four sites were assessed. These sites collectively contain 64 buildings totaling 4,476,177 SF. Over 5500+ element records were captured during this analysis.

Early Childhood Schools	Elementary Schools	Middle Schools	High Schools	Support Schools
Clifton ECS	Brandenburg ES	Austin MS	Irving HS	Ellis Stadium
Kinkeade ECS	Brown ES	Bowie MS	MacArthur HS	Ratteree Career Development Center
Pierce ECS	Davis ES	De Zavala MS	Nimitz HS	Secondary Reassignment Center
	Gilbert ES	Houston MS	Singley Academy	
	Good ES	Johnson MS	Barbara Cardwell Career Prep Center	
	Hanes ES	Lamar MS		
	John Haley ES	Travis MS		
	Johnston ES			
	Keyes ES			
	Lee ES			
	Lively ES			
	Schulze ES			
	Stipes ES			
	Thomas Haley ES			
	Townley ES			
	Townsell ES			

By combining technical assessments with district input and strategic visioning, IISD has created a framework that supports both immediate operational needs and long-term educational transformation. The plan underscores the importance of data-informed decision-making, fiscal responsibility, and student-centered design. Data gathered was categorized from highest to lowest needs and then a weighted prioritization score addressing capacity, adequacy, suitability and facility conditions was applied to each campus. With this data, the district is afforded the opportunity to plan thoughtfully, invest wisely, and evolve its facilities in alignment with its mission to graduate students who are college, career, and life ready.

Looking ahead, IISD is not only prepared to meet the challenges of tomorrow, but is actively shaping a future where learning environments inspire curiosity, creativity, and achievement. The district's commitment to modern, inclusive, and adaptable spaces reflects a deep understanding of what students need to thrive in a rapidly changing world. With strategic investments and a clear vision, IISD has the opportunity to cultivate campuses that will serve as vibrant centers of innovation and opportunity—where every learner is empowered to succeed and every educator is equipped to lead. The future of education in Irving ISD is bright, and this master plan is a testament to the district's unwavering dedication to excellence.

Process



Capacity & Demographics

Capacity is the ability for the facility to accommodate the appropriate amount of enrolled students.

Demographics looks at the demand that will be place on the facility due to enrollment projections.

Adequacy

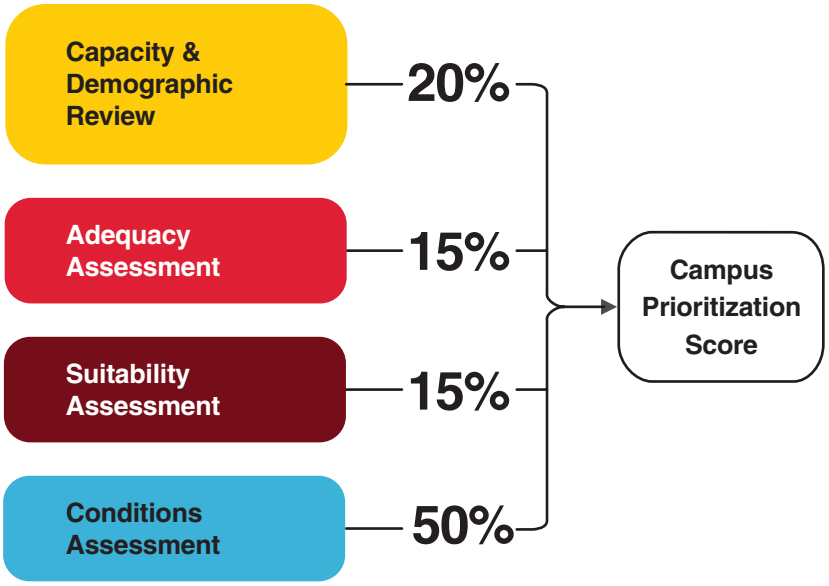
Adequacy is a measure of the sufficiency of campuses to support current needs and purpose.

Suitability

Suitability is more aspirational, and a forward model compared to adequacy. It looks at the ability of spaces to support transformational needs.

Facility Conditions

Condition relates to the physical assets of a space and their associated useful life. This takes into consideration things like ensuring a functional air conditioning system.



A prioritization model allows the district to customize the variable emphasis of each type of action and provide a priority score for each asset. This allows the district to weigh this score in project decision making. Data gathered was categorized from highest to lowest needs and then a weighted prioritization score addressing capacity, adequacy, suitability and facility conditions was applied to each campus.

Recommendations

The campus prioritization table below denotes the overarching findings that 17% of the sites assessed are in good condition as of Fall 2025, but half of these sites will quickly transition to fair condition in 2026. 58% of the sites assessed are in poor condition whereas the remaining 24% of the sites are considered very poor condition.

Regardless of their current classification, all campuses have some level of needed improvements and if left as-is, most campuses will continue to decline and transition to needing major improvements or replacement by 2030 or sooner.



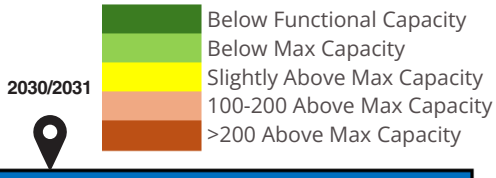
Campus Prioritization Summary

2030/2031

Campus Name	25/26	26/27	27/28	28/29	29/30	30/31	31/32	32/33	33/34	34/35
District 1										
No campuses assessed										
District 2										
Clifton ECS	1.73	2.23	2.73	2.73	2.73	2.73	2.73	2.73	2.73	2.73
Lee ES	3.36	3.36	3.86	3.86	3.86	3.86	3.86	3.86	3.86	3.86
Townsell ES	2.28	2.28	2.28	2.78	2.78	3.28	3.28	3.28	3.28	3.28
Houston MS	2.28	2.28	2.28	2.28	2.78	3.28	3.28	3.28	3.28	3.28
MacArthur HS	2.33	2.33	2.33	2.83	2.83	2.83	2.83	3.33	3.33	3.33
Singley Academy	2.10	2.10	2.90	2.90	2.90	3.40	3.40	3.40	3.40	3.40
District 3										
Brandenburg ES	2.85	2.85	2.65	2.65	3.15	3.15	3.15	3.15	3.15	3.15
Hanes ES	2.90	2.90	3.40	3.40	3.40	3.90	3.90	3.90	3.90	3.90
Johnston ES	3.80	3.80	3.80	3.80	3.80	3.80	3.80	3.80	3.80	3.80
Lively ES	3.24	3.24	3.24	3.24	3.24	3.24	3.24	3.24	3.24	3.24
Travis MS	2.77	2.77	2.77	2.77	2.77	3.27	3.27	3.27	3.27	3.27
District 4										
Thomas Haley ES	3.26	3.26	3.26	3.76	3.76	3.76	3.76	3.76	3.76	3.76
District 5										
Brown ES	3.15	3.65	3.65	3.65	3.65	3.65	3.45	3.95	3.95	3.95
Davis ES	3.79	3.79	3.79	3.79	3.99	3.99	3.99	3.99	3.79	3.79
Stipes ES	2.25	2.25	2.25	2.75	2.75	2.75	2.75	2.75	2.75	2.75
Johnson MS	1.58	1.58	1.58	1.58	1.58	1.58	1.58	2.08	2.08	2.08
Lamar MS	2.78	2.78	2.78	2.78	2.78	3.28	3.28	3.28	3.28	3.28
District 6										
Pierce ECS	1.60	1.60	1.60	1.60	2.10	2.10	2.10	2.10	2.10	2.60
Gilbert ES	1.77	2.27	2.27	2.27	2.27	2.77	2.77	2.77	3.27	3.27
Good ES	3.29	3.29	3.29	3.29	3.29	3.79	3.79	3.79	3.79	3.79
John Haley ES	2.83	3.33	3.33	3.33	3.33	3.33	3.33	3.33	3.33	3.83
Keyes ES	2.77	2.77	3.27	3.27	3.27	3.27	3.27	3.77	3.77	3.77
Austin MS	2.84	2.84	2.84	2.84	2.84	3.34	3.34	3.34	3.34	3.34
de Zavala MS	2.05	2.05	2.55	2.55	2.55	2.55	2.55	3.05	3.05	3.05
Irving HS	1.65	2.15	2.15	2.65	2.65	2.65	2.65	3.15	3.15	3.15
Barbara Cardwell Career Prep Center	1.78	2.28	2.28	2.28	2.28	3.28	3.28	3.28	3.28	3.28
District 7										
Kinkeade ECS	2.10	2.10	2.10	2.10	2.60	2.60	2.60	2.60	2.60	2.60
Schulze ES	3.31	3.51	3.51	3.51	3.51	4.01	4.01	4.01	3.81	3.81
Townley ES	2.83	3.33	3.33	3.33	3.33	3.33	3.33	3.33	3.33	3.83
Bowie MS	2.81	2.81	2.81	2.81	2.81	3.31	3.31	3.31	3.31	3.31
Nimitz HS	2.64	2.44	2.44	2.94	2.94	2.94	2.94	2.94	2.94	2.94
Ellis Stadium	2.79	2.79	2.79	2.79	2.79	3.29	3.29	3.29	3.29	3.29
Ratteree Career Center	2.29	2.29	3.09	3.09	3.09	3.09	3.59	3.59	3.59	3.59
Secondary Reassignment Center	2.47	2.47	2.97	2.97	2.97	3.47	3.47	3.97	3.97	3.97

Campus Enrollment Projections - No Immediate Action

As of Fall 2025, the campus enrollment projections show a projected number of students that is slightly higher than the maximum capacity at only two schools: Singley Academy and Nimitz High School. However, as shown, Nimitz's projections start to decline during the 26/27 school year and Singley's projections start to decline in 27/28, shifting both campuses below their max capacity. The vast majority of the campuses shown here are below functional capacity with a few below max capacity. The recommendation is to take no action in terms of significant campus additions. As demographic studies are only projections, this situation will be continuously monitored against real-time attendance data.



Campus Name	Maximum Capacity	Functional Capacity	25/26	26/27	27/28	28/29	29/30	30/31	31/32	32/33	33/34	34/35
District 1												
No campuses assessed												
District 2												
Clifton ECS	564	479	244	245	246	247	244	240	235	231	227	223
Lee ES	1084	921	689	676	682	696	697	688	683	673	663	651
Townsell ES	1206	1025	822	819	811	785	789	781	773	759	747	732
Houston MS	1561	1327	753	730	713	715	691	671	646	642	640	641
MacArthur HS	2924	2486	2403	2371	2259	2250	2321	2327	2357	2340	2319	2285
Singley Academy	1576	1340	1646	1609	1541	1523	1552	1554	1576	1569	1556	1542
District 3												
Brandenburg ES	1045	888	941	929	886	874	860	841	826	812	800	783
Hanes ES	1022	869	723	723	736	731	724	710	702	691	680	668
Johnston ES	1090	927	723	701	685	676	653	645	636	626	617	606
Lively ES	1095	931	798	804	805	804	798	790	783	770	758	742
Travis MS	1294	1100	970	942	982	992	1003	991	998	1003	999	999
District 4												
Thomas Haley ES	1012	860	793	755	717	703	699	693	687	679	668	654
District 5												
Brown ES	1009	858	904	897	900	888	878	865	854	843	829	812
Davis ES	1027	873	838	845	868	863	886	886	886	880	864	850
Stipes ES	1082	920	802	801	790	802	800	792	783	774	762	747
Johnson MS	1180	1003	713	778	808	835	816	836	816	823	817	819
Lamar MS	1151	978	813	791	791	781	776	768	762	756	746	743
District 6												
Pierce ECS	564	479	231	231	230	231	227	222	218	214	210	206
Gilbert ES	1141	970	731	701	684	666	652	646	637	627	617	605
Good ES	1127	958	744	760	768	761	752	748	740	729	715	702
John Haley ES	1116	949	764	742	721	716	731	718	711	702	690	677
Keyes ES	1146	974	710	703	725	733	738	734	730	724	711	698
Austin MS	1339	1164	708	719	718	753	747	748	737	734	736	736
de Zavala MS	1326	1127	830	832	868	875	867	857	850	848	843	842
Irving HS	2865	2435	2312	2207	2092	2062	2135	2166	2236	2260	2215	2197
Barbara Cardwell Career Prep Center	597	507	236	231	209	203	206	204	211	214	211	209
District 7												
Kinkeade ECS	562	477	288	287	288	289	286	281	276	271	266	261
Schulze ES	973	827	820	843	844	862	875	858	848	837	822	807
Townley ES	1096	932	782	785	777	785	776	765	753	743	732	716
Bowie MS	1310	1114	738	740	799	764	749	756	774	791	773	773
Nimitz HS	2205	1874	2277	2195	2120	2073	2011	1987	1948	1912	1933	1911
Ellis Stadium	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Ratteree Career Center	290	247	75	75	0	0	0	0	0	0	0	0
Secondary Reassignment Center	526	477	100	100	100	100	100	100	100	100	100	100

Maintaining District Assets

Ameresco's ***AssetPlanner***™ software allows the district to use the established data as a tool to help forecast need and planned expenditures resulting in improved conditions over time. FCI represents the cost to repair over the current replacement value.

The software allows the district to know which campuses have the most critical needs, what those critical needs are, and how to prioritize the projects. As demonstrated, there are currently only two campuses in good condition beyond 2026, with the majority of campuses in fair to critical condition needing immediate improvements.

			Current Study					2030/2031				
Name	Size (Sq.Ft.)	CRV incl. Soft Costs	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035
Austin Middle School	151,916	$ 92,138,215	13.33%	16.09%	16.09%	16.58%	16.58%	28.09%	29.49%	32.85%	32.88%	33.30%	40.60%
Barbara Cardwell Career Prep Center	57,786	$ 38,789,534	3.31%	8.54%	9.40%	9.40%	9.99%	21.28%	21.28%	23.26%	23.26%	24.65%	33.32%
Bowie Middle School	195,632	$ 114,063,422	11.15%	12.54%	12.54%	15.41%	15.57%	21.82%	24.37%	25.56%	25.67%	26.12%	35.40%
Brandenburg Elementary School	83,600	$ 49,009,129	17.82%	17.87%	18.33%	18.53%	21.30%	22.78%	24.54%	26.45%	26.47%	27.11%	29.60%
Brown Elementary School	95,425	$ 55,830,545	17.36%	20.67%	20.67%	20.98%	22.79%	29.87%	29.87%	31.53%	31.97%	31.97%	37.46%
Clifton Early Childhood School	37,110	$ 23,202,524	4.48%	7.30%	8.38%	8.38%	8.45%	12.51%	14.03%	14.14%	15.03%	17.85%	20.03%
Davis Elementary School	96,376	$ 56,098,221	39.90%	39.93%	39.93%	39.93%	39.93%	41.93%	41.95%	46.25%	46.25%	46.25%	48.78%
De Zavala Middle School	180,386	$ 107,905,642	8.01%	8.85%	13.68%	14.81%	14.82%	18.67%	19.21%	24.57%	24.57%	24.92%	28.30%
Ellis Stadium	21,568	$ 11,409,535	21.53%	21.53%	21.53%	21.53%	22.47%	40.60%	48.67%	50.63%	53.21%	53.82%	68.49%
Gilbert Elementary School	93,492	$ 54,429,792	3.16%	8.35%	9.93%	9.93%	9.93%	14.10%	14.10%	17.87%	20.99%	24.53%	26.08%
Good Elementary School	88,325	$ 52,420,745	25.80%	25.99%	27.10%	27.10%	29.66%	31.17%	31.17%	35.43%	35.43%	35.98%	40.19%
Hanes Elementary School	110,006	$ 62,423,704	18.47%	18.47%	20.05%	22.66%	26.18%	31.97%	31.97%	32.40%	32.40%	32.72%	36.63%
Houston Middle School	197,737	$ 116,273,334	5.51%	7.54%	8.33%	9.82%	15.81%	22.23%	22.23%	22.67%	22.93%	22.96%	28.45%
Irving High School	428,297	$ 279,387,590	4.87%	6.08%	6.95%	12.11%	14.61%	16.96%	17.90%	21.01%	21.03%	21.44%	23.88%
John Haley Elementary School	86,659	$ 50,714,919	15.13%	22.76%	23.91%	23.91%	23.91%	28.19%	28.22%	28.60%	28.72%	31.85%	31.92%
Johnson Middle School	151,693	$ 90,321,594	2.51%	2.51%	2.51%	2.55%	2.55%	2.64%	4.69%	5.44%	5.76%	5.76%	10.16%
Johnston Elementary School	89,142	$ 52,966,547	35.98%	36.01%	37.27%	37.28%	42.06%	43.90%	43.91%	43.97%	43.97%	44.01%	45.09%
Keyes Elementary School	92,321	$ 54,549,303	17.84%	17.84%	20.95%	20.95%	21.26%	28.32%	28.35%	31.45%	31.45%	31.98%	31.99%
Kinkeade Early Childhood School	37,110	$ 22,488,421	7.44%	7.57%	7.57%	7.57%	10.45%	12.93%	13.07%	13.25%	13.25%	16.64%	21.07%
Lamar Middle School	155,035	$ 91,629,515	12.47%	12.47%	13.02%	13.02%	13.78%	22.64%	25.43%	26.66%	26.66%	29.74%	30.89%
Lee Elementary School	97,068	$ 58,469,253	29.57%	29.57%	31.37%	31.65%	31.69%	33.07%	33.12%	37.95%	38.21%	39.79%	40.81%
Lively Elementary School	92,018	$ 54,413,944	21.30%	21.33%	22.40%	22.46%	24.40%	26.15%	26.15%	28.13%	28.32%	28.66%	31.10%
MacArthur High School	379,583	$ 254,067,665	12.80%	14.03%	14.60%	14.75%	14.75%	15.93%	15.99%	21.09%	21.12%	21.13%	30.04%
Nimitz High School	415,881	$ 279,236,425	6.74%	8.19%	8.84%	14.14%	14.17%	19.15%	19.15%	20.87%	20.92%	20.94%	27.60%
Pierce Early Childhood School	37,110	$ 22,711,908	2.89%	2.89%	2.89%	2.90%	5.12%	5.93%	6.34%	6.56%	6.56%	10.23%	14.63%
Ratteree Career Development Center	37,118	$ 18,445,263	9.84%	10.50%	27.27%	27.27%	28.42%	28.42%	31.45%	37.78%	37.78%	37.78%	41.50%
Schulze Elementary School	93,831	$ 54,151,525	21.17%	22.08%	23.00%	23.10%	23.13%	36.97%	37.40%	37.73%	37.73%	40.08%	44.42%
Secondary Reassignment Center	47,994	$ 29,454,156	5.26%	6.72%	10.92%	10.92%	14.87%	26.49%	29.06%	34.51%	34.51%	34.51%	37.09%
Singley Academy	268,735	$ 172,241,604	3.03%	4.93%	11.38%	12.08%	12.31%	20.55%	20.57%	27.97%	28.21%	28.24%	28.58%
Stipes Elementary School	98,200	$ 57,371,474	5.83%	6.72%	6.72%	11.41%	11.41%	12.33%	14.58%	14.58%	15.04%	17.90%	19.91%
Thomas Haley Elementary School	89,938	$ 53,571,203	26.54%	26.89%	28.25%	30.00%	30.00%	34.52%	34.56%	39.08%	39.25%	39.27%	41.25%
Townley Elementary School	91,354	$ 54,315,508	17.00%	21.29%	21.37%	23.26%	23.26%	27.95%	28.11%	29.70%	29.70%	32.24%	36.74%
Townsell Elementary School	104,120	$ 59,862,140	5.11%	5.11%	9.54%	15.70%	15.98%	23.03%	23.63%	24.25%	27.75%	27.75%	28.74%
Travis Middle School	173,611	$ 103,709,645	17.47%	17.51%	17.83%	17.87%	17.87%	21.56%	21.63%	22.44%	22.44%	25.43%	26.70%
Totals:	**4,476,177**	**$ 2,748,073,943**											
			11.89%	13.23%	14.68%	16.43%	17.45%	22.14%	22.79%	25.52%	25.76%	26.54%	30.64%

Exclusions:

1. Facility Condition Index values and costs are represented in current day dollars. No escalation or inflation has been applied. Soft Costs are applied to repair and replacement numbers. The value for these costs is 30%.

Soft costs typically include but are not limited to: Design Fees and Reimbursables; Geotechnical Survey; Land Surveys for Existing Campuses; Furniture, Fixtures and Equipment (FF&E); HazMat Abatement; Hazmat Contingency; Hazmat Sample/Monitoring/Design Fee; Material Testing; Commissioning; Permit and Fees; Moving Expenses; District Custodial Overtime Support; Physical Safety & Security Outside of Construction Cost Limit; Security Technology; Technology Hardware; Program Management Fees; Project Contingency

AssetPlanner™

Facility condition findings have been compiled in Ameresco's AssetPlanner™ Capital Planning software solution. AssetPlanner allows for long-term management of the FCA data affording Irving ISD the ability to plan repairs and renovations while updating the data with work completed. An effective workflow for managing the data will allow the school district to leverage the full value of the information that has been collected. Through effective management of the FCA data, the district could possibly reduce the need for additional, large-scale assessments over the next 10 years. The ultimate benefit is improved stewardship of district resources.

AssetPlanner™ is available as a deliverable to Irving ISD through a Software as a Service (SaaS) model. Ameresco offers training and support through the SaaS agreement. If desired, Ameresco can also provide Capital Planning support services to assist the district in managing the FCA data.

FCI As A Planning Tool

Ongoing maintenance and future investment will change the campus score over time. Below is an example of a series of projects on a portion of the district assets, and their respective updated FCI upon project completion.

Unfunded FCI

Name	Size (Sq.Ft.)	CRV incl. Soft Costs	Average Funding Per Year	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035
Clifton Early Childhood School	37,110	$ 23,202,524	$ -	4.48%	7.30%	8.38%	8.38%	8.45%	12.51%	14.03%	14.14%	15.03%	17.85%	20.03%
Johnson Middle School	151,693	$ 90,321,594	$ -	2.51%	2.51%	2.51%	2.55%	2.55%	2.64%	4.69%	5.44%	5.76%	5.76%	10.16%
Kinkeade Early Childhood School	37,110	$ 22,488,421	$ -	7.44%	7.57%	7.57%	7.57%	10.45%	12.93%	13.07%	13.25%	13.25%	16.64%	21.07%
Pierce Early Childhood School	37,110	$ 22,711,908	$ -	2.89%	2.89%	2.89%	2.90%	5.12%	5.93%	6.34%	6.56%	6.56%	10.23%	14.63%
Stipes Elementary School	98,200	$ 57,371,474	$ -	5.83%	6.72%	6.72%	11.41%	11.41%	12.33%	14.58%	14.58%	15.04%	17.90%	19.91%
Totals:	**361,223**	**$ 216,095,921**	**$ -**											
FCI =				4.15%	4.71%	4.82%	6.09%	6.63%	7.69%	9.36%	9.73%	10.08%	11.88%	15.41%

Funded FCI

Name	Size (Sq.Ft.)	CRV incl. Soft Costs	Average Funding Per Year	2025	2026	2027	2028	2029	2030	2031	2032	2033	2034	2035
Clifton Early Childhood School	37,110	$ 23,202,524	$ 248,039	4.48%	6.26%	6.27%	5.35%	4.59%	7.52%	7.70%	6.80%	6.50%	7.51%	8.27%
Johnson Middle School	151,693	$ 90,321,594	$ 385,998	2.51%	2.15%	1.84%	1.61%	1.36%	1.29%	2.82%	3.05%	2.79%	2.28%	5.46%
Kinkeade Early Childhood School	37,110	$ 22,488,421	$ 235,249	7.44%	6.50%	5.56%	4.76%	6.39%	7.71%	6.75%	6.06%	5.23%	6.96%	9.57%
Pierce Early Childhood School	37,110	$ 22,711,908	$ 143,236	2.89%	2.48%	2.12%	1.82%	3.35%	3.62%	3.44%	3.18%	2.72%	4.98%	7.69%
Stipes Elementary School	98,200	$ 57,371,474	$ 619,735	5.83%	5.77%	4.93%	8.15%	6.83%	6.79%	7.74%	6.77%	6.19%	7.34%	8.03%
Totals:	**361,223**	**$ 216,095,921**	**$ 1,632,257**											
FCI =				4.15%	4.04%	3.55%	4.10%	3.89%	4.33%	5.12%	4.77%	4.34%	4.96%	7.10%
FCI without Funding =				4.15%	4.71%	4.82%	6.09%	6.63%	7.69%	9.36%	9.73%	10.08%	11.88%	15.41%

Projects Underway

Ongoing maintenance and future investment will change the campus score over time. Below is a series of projects that IISD currently is working on which is scheduled to be completed by the end of Summer 2026 if not sooner. As demonstrated on page 11, these projects could be entered into the model such that you can use the FCI as a planning tool to forecast how each project will impact a campus over time.

Select Interior Renovations:

MacArthur HS
- Teachers' Lounge Renovation
- ADA Drinking Fountains

Nimitz HS
- Restroom Renovations

Barbara Cardwell Career Prep
- Cafeteria Renovation

Singley Academy
- Restroom Renovations

Austin MS
- Boys and Girls Locker Room Renovations
- Library Furniture Refresh

Houston MS
- Teachers' Lounge Renovation
- Pass Room Renovation
- ADA Drinking Fountains

De Zavala MS
- Teachers' Lounge

Lamar MS
- ADA Drinking Fountains
- Library Furniture Refresh

Travis MS
- ADA Drinking Fountains
- Teachers' Lounge

Johnson MS
- Teachers' Lounge Renovation

Brown ES
- Teachers' Lounge Renovation
- Main Entry Renovation

Thomas Haley ES
- SPED Room Renovation
- Library Furniture Refresh

Johnston ES
- Teachers' Lounge Renovation

Keyes ES
- Classroom Carpet Replacement
- ADA Drinking Fountains

Lee ES
- Cafeteria Renovation

Schulze ES
- Restroom Renovations
- Door Replacements

Brandenburg ES
- Replace Cafeteria Door / Storefront

Hanes ES
- Teachers' Lounge Renovation

Townley ES
- Teachers' Lounge Renovation

Davis ES
- Teachers' Lounge Renovation
- ADA Drinking Fountains

Clifton ECS
- Classroom Renovations
- Parent Center Renovation
- Library Furniture Refresh

Pierce ECS
- Classroom Renovations
- Library Furniture Refresh

Kinkeade ECS
- Classroom Renovations
- Library Furniture Refresh

Roofing Projects:

Townley ES; John Haley ES; Gilbert ES; Davis ES; Hanes ES; Barbara Cardwell Career Prep

Projects Underway

HVAC Projects:

Brandenburg ES; Good ES; Gilbert ES; John Haley ES

Canopies/Shade Structure Installations:

Canopies:

Gilbert ES; Keyes ES; Schulze ES; Good ES

Shade Structures:

Brandenburg ES; Brown ES; Hanes ES; John Haley ES; Stipes ES; Kinkeade ECS; Pierce ECS; Singley Academy

Fire Alarm Projects:

Brandenburg ES; Thomas Haley ES; Good ES; Davis ES; Lamar MS; Bowie MS; Barbara Cardwell Career Prep

Gym Lighting Projects:

Brandenburg ES; Brown ES; Davis ES; Gilbert ES; Good ES; Hanes ES; John Haley ES; Thomas Haley ES; Johnson ES; Keyes ES; Lee ES; Lively ES; Schulze ES; Stipes ES; Townsell ES; Austin MS; Bowie MS; De Zavala MS; Houston MS; Johnson MS; Irving HS

Cafeteria Sound System Upgrades:

Brandenburg ES; Brown ES; Davis ES; Gilbert ES; Good ES; Hanes ES; John Haley ES; Thomas Haley ES; Keyes ES; Lee ES; Lively ES; Schulze ES; Stipes ES; Townley ES; Townsell ES; Austin MS; Bowie MS; Houston MS; Travis MS

Miscellaneous Projects:

MacArthur HS

- Central Plant Renovation (Completion)
- Utility Transformer Replacement

Johnson MS

- Athletic Track Resurfacing

Lamar MS

- Gym Bleacher Replacement

Security Upgrades:

The following campuses will undergo a renovation in order to provide a main single point of entry, as well as a secured vestibule to control and monitor who has access to campus. This typically consists of an enclosed area between the exterior doors and the main entrance, requiring visitors to check in via the front office before being granted access to the rest of the school. This is a key component of modern safety protocols.

Bowie MS; De Zavala MS; Irving HS; Lamar MS; MacArthur HS; Nimitz HS; Singley Academy; Travis MS





Adequacy & Suitability

Educational adequacy scores and suitability scores are both metrics used to assess K-12 campuses, but they focus on different aspects of the educational environment.

Educational Adequacy Scores:

Focus: These scores evaluate whether a school's facilities, resources, and infrastructure are sufficient to support effective teaching and learning.

Components: Adequacy scores may consider factors like classroom size, building condition, access to technology, availability of instructional materials, safety standards, and compliance with educational regulations.

Purpose: The aim is to determine if the physical space and resources can meet the educational needs of students and staff, ensuring a conducive learning environment.

Suitability Scores:

Focus: Suitability scores assess how well a school's facilities and environment align with the specific educational programs and pedagogical approaches implemented at the campus.

Components: This score can factor in the design of learning spaces, flexibility of classrooms, availability of specialized spaces (like science labs or art rooms), and how well the layout supports collaboration and modern teaching methods.

Purpose: The goal is to evaluate whether the existing infrastructure can adequately support the school's curriculum and instructional strategies, enhancing the overall educational experience for students.

In summary, while both scores are important for school assessments, educational adequacy focuses on the basic provisions and condition of facilities, while suitability evaluates how well these facilities meet specific educational needs and program requirements and are often more aspirational.

Although there are no recommendations that are immediately required, the adequacy and suitability discussions brought forth a number of potential capital projects that would help to improve educational offerings and operations on each campus. Some of these are overarching and would be typical recommendations across most of the campuses assessed. Others are more specific to the needs of a particular campus. Improvement projects that apply to most of the campuses assessed are:

- Secured Perimeter Fencing
- Traffic Flow
- Wayfinding
- Adaptable Learning Environments
- Right Size Classrooms
- Dedicated Science Combination Classroom/Labs
- Remove classroom kitchens in ECS and ES campuses
- Dedicated STEM/STEAM Lab at ES campuses
- Furniture Refresh Continuation
- Multi-Use Spaces
- Activated Corridors
- Paint and Flooring Refresh
- Outdoor Learning Environments
- Athletic Facilities

Further explanation of the assessment rubric, scores, and recommendations can be viewed in Sections 5, 7, and 8.

Adequacy & Suitability

Scoring Methodology:

The Adequacy Rubric Score is a compilation of data derived from the on-site inspections of campus educational facility attributes compared to a "standard". Standards were developed based on Texas Education Agency state standards for minimum square footage guidelines, Irving ISD Educational Specifications, and existence or non-existence of specific inspected educational facility elements determined with input from IISD Administrative Leadership. A score between 1 to 5 (1 = Exemplary and 5 = Inadequate) was created to enable IISD to measure each campus' educational facilities against these uniform standards. Each category was tabulated and averaged based on number of items within a given category. Each category's average was then weighted following the percentages noted in the Adequacy and Suitability Rubric.

Adequacy addressed the following categories:

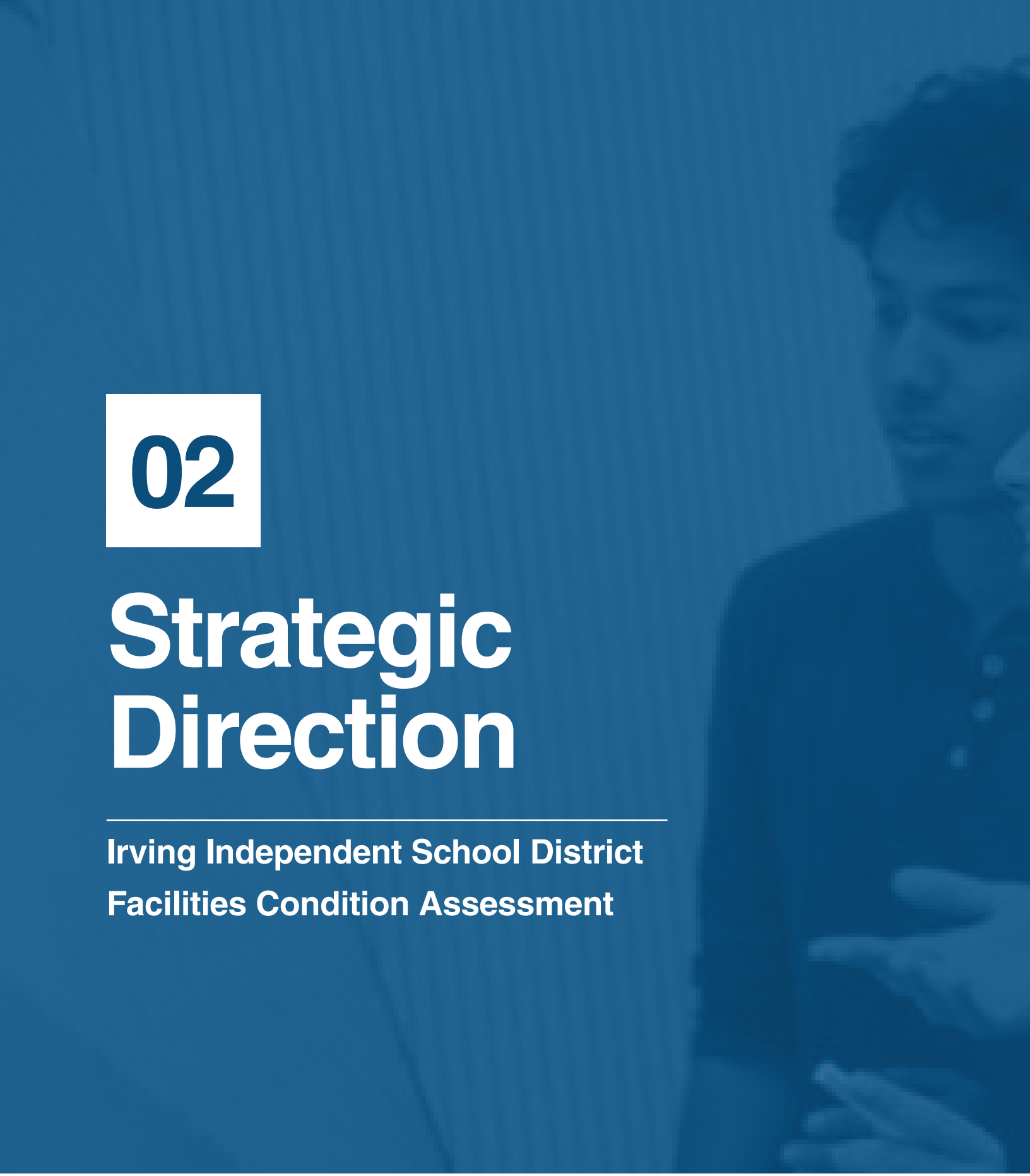
- Learning Environment and Classroom Quality
- Student Support & Services
- Outdoor & Recreational Spaces
- Safety and Security
- Transportation & Traffic Floor
- Restroom and Storage

Similar to the Adequacy Rubric Score of a campus, a Suitability Score for each campus was also determined. As noted above, each campus was inspected and scored based on how the campus environment aligned with specific educational programs and pedagogical approaches in terms of technology integration, collaboration and flexibility, career readiness, specialized learning spaces, competitiveness in the school marketplace, shared spaces, and support spaces such as administration and counseling. A score between 1 to 5 (1 = Exemplary and 5 = Inadequate) was created to enable IISD to measure each campus' educational facilities to determine if the campuses support their programs and instructional strategies. Each category was tabulated and averaged based on number of items within a given category. Each category's average was then weighted following the percentages noted in the Adequacy and Suitability Rubric.

Suitability addressed the following categories:

- Learning Environments
- Climate, Culture, & Community





02

Strategic Direction

Irving Independent School District
Facilities Condition Assessment



Grace Design Studios

AMERESCO

BDA ACCESSIBILITY SERVICES

Strategic Direction

MISSION

We empower today to excel tomorrow.

VISION

To become the premier district for educational excellence, fostering the full potential of students and empowering educators.

Core Values



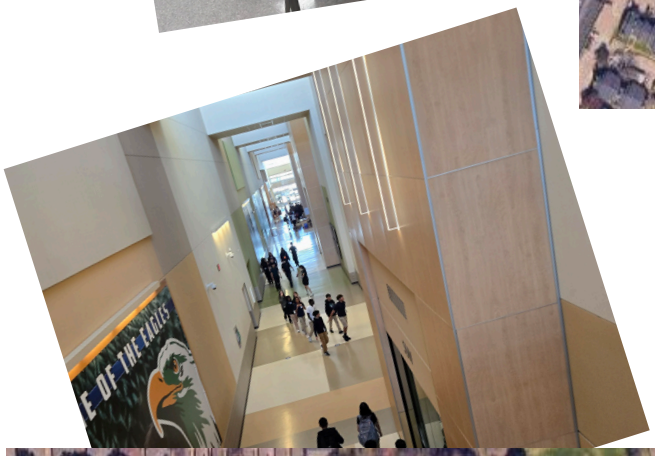


Campus Walks

The team walked each campus with administration and/or staff to learn about the facility and map out areas of opportunity.

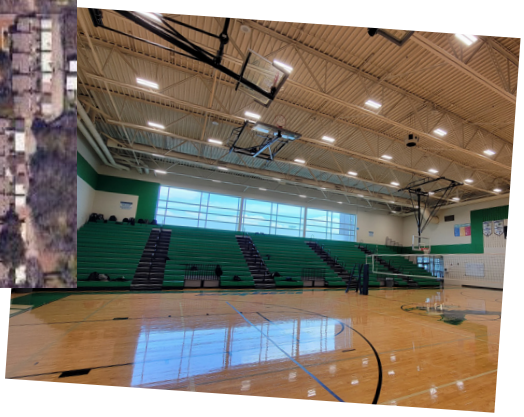


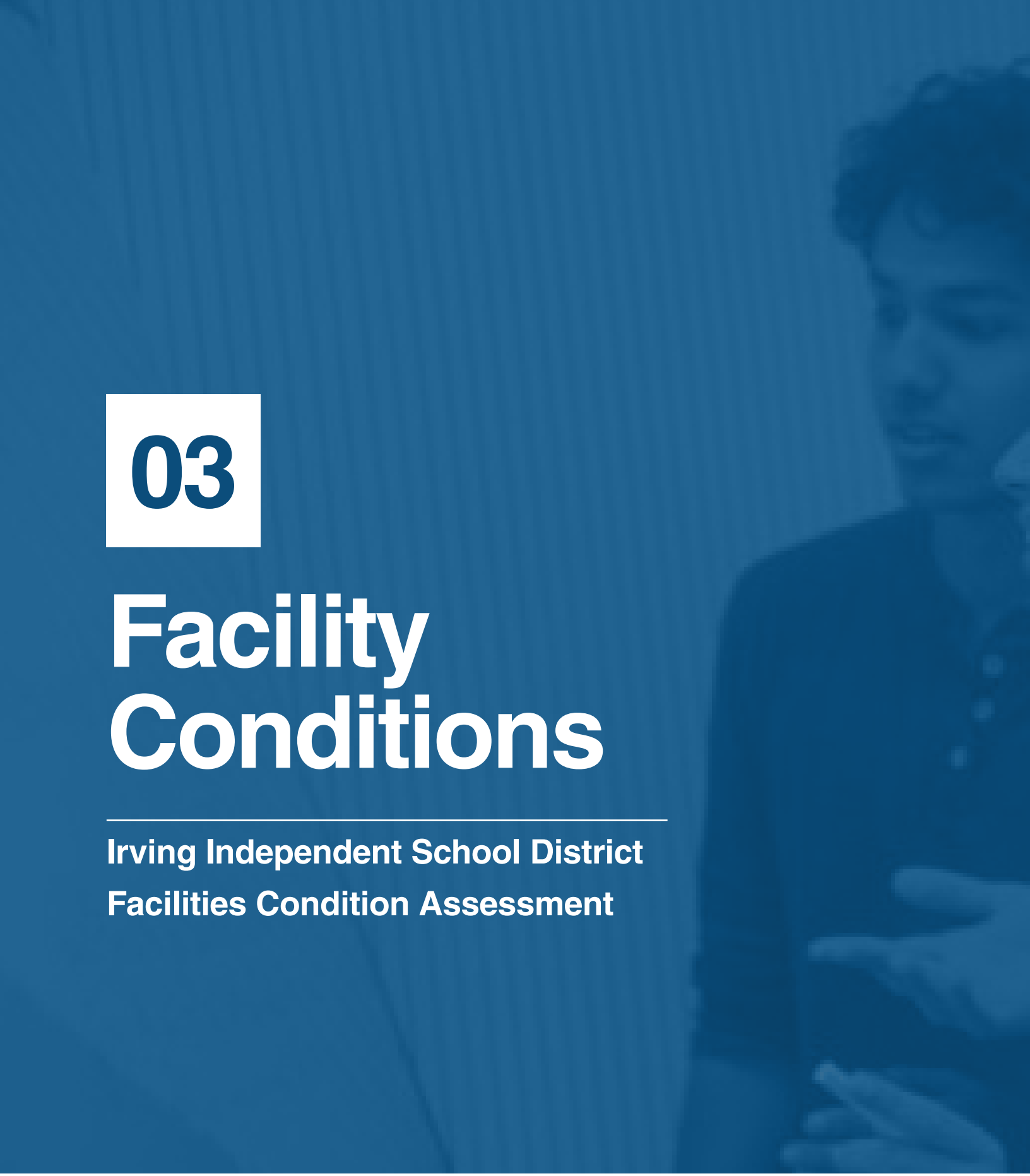












03

Facility Conditions

Irving Independent School District Facilities Condition Assessment



Grace Design Studios

AMERESCO

BDA ACCESSIBILITY SERVICES

Facility Conditions

Facility Conditions Index (FCI)

A measure widely used in building industry to represent the physical condition of a given facility.

FCI Recommendations

Industry standard guidelines for aligning FCI to overall conditions.

65% Rule

Once the FCI of a facility exceeds 65%, it may be financially imprudent to continue investing in the building.

FCI=

Estimated Cost of Repairs + Replacement

÷

Replacement Value

FCI	Rating
Above 30%	Critical
10% - 30%	Poor
5% - 10%	Fair
Below 5%	Good

Priority Considerations

- Element's Overall Condition
- Urgency of Action
- Expected Useful Life
- Deterioration Rate
- Accessibility Concerns
- Life Safety/Code Issues
- Risk of Building Shutdown
- Effect on Security
- Impact to Operational/ Energy Savings

Urgent

Work that should be performed within the next year to maintain facility integrity.

High

Work that should be performed in the next 1-2 years.

Medium

Work that should be performed in the next 3-5 years.

Low

Work that should be performed after 5 years or more

FCA - Work Completed

Ameresco performed facility Condition Assessments on the IISD portfolio

34 Sites Assessed
4,476,177 SF
64 Buildings
5500+ Condition Element Records

Developed life cycle cost profiles for each facility

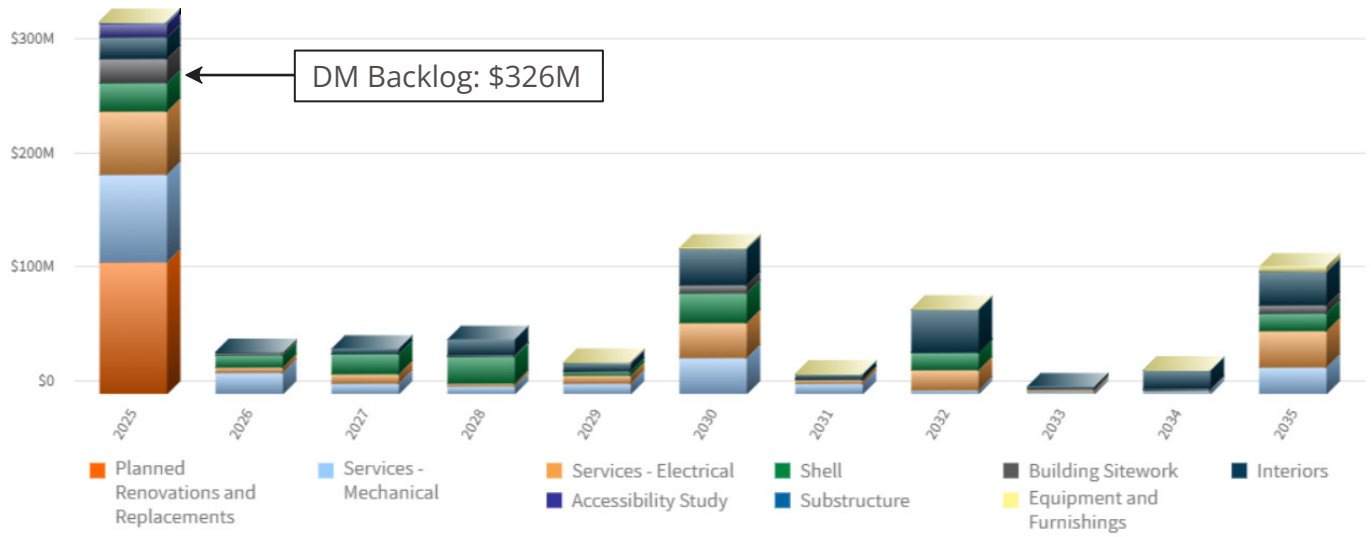
Quantified life cycle cost profiles for each facility

Ranked renewal needs based on both current and potential risks



Capital Needs

Total Cost by Discipline - Years 2025-2035

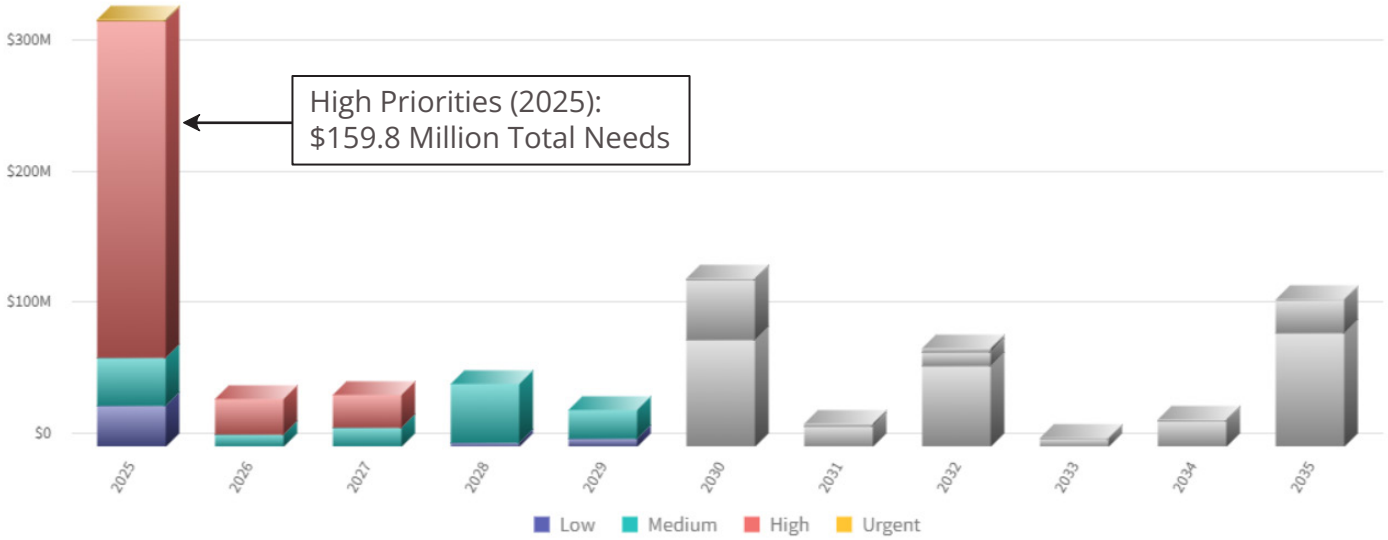


Life cycle forecasts have been established for the major building elements for each asset. This determines the capital renewal budget requirements over time and includes hard and soft costs.

Displays the life cycle forecast of each element within each asset rolled up for the portfolio. The deferred maintenance backlog is $326 Million (2025). With the deferred maintenance backlog now quantified, it is recommended to address the backlog by order of Priority.

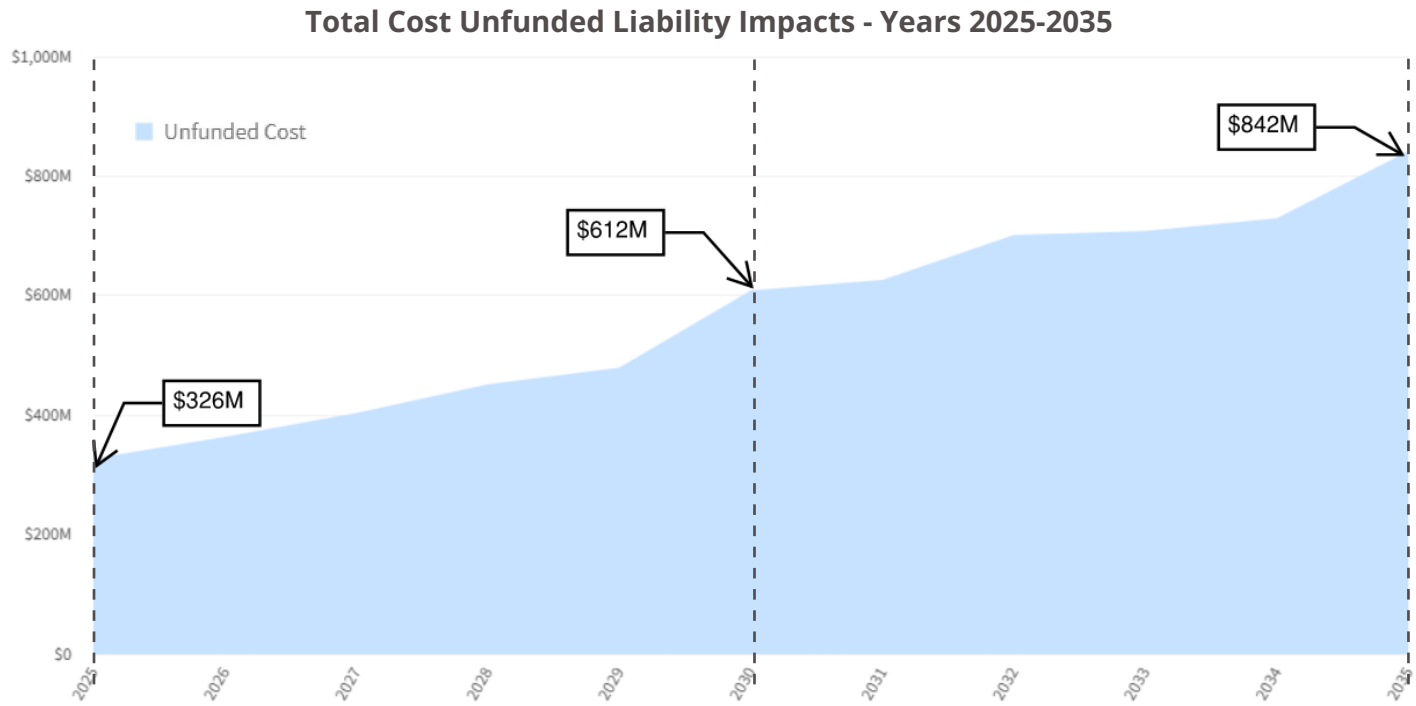
In 2025, roughly $159.8 Million of the portfolio's needs are categorized as high priorities. $159.8M represents roughly 49% of the portfolio's deferred maintenance backlog. Each year, unaddressed capital needs are deferred, impacting the Cumulative Total Liability.

Total Cost by Priority - Years 2025-2035



PRIORITY	2025	2026	2027	2028	2029
Low	$31,742,020	-	-	$3,599,012	$6,614,029
Medium	$36,377,563	$9,370,813	$15,033,708	$44,459,235	$21,444,252
High	$257,099,331	$27,372,073	$24,809,143	-	-
Urgent	$1,546,663	-	-	-	-

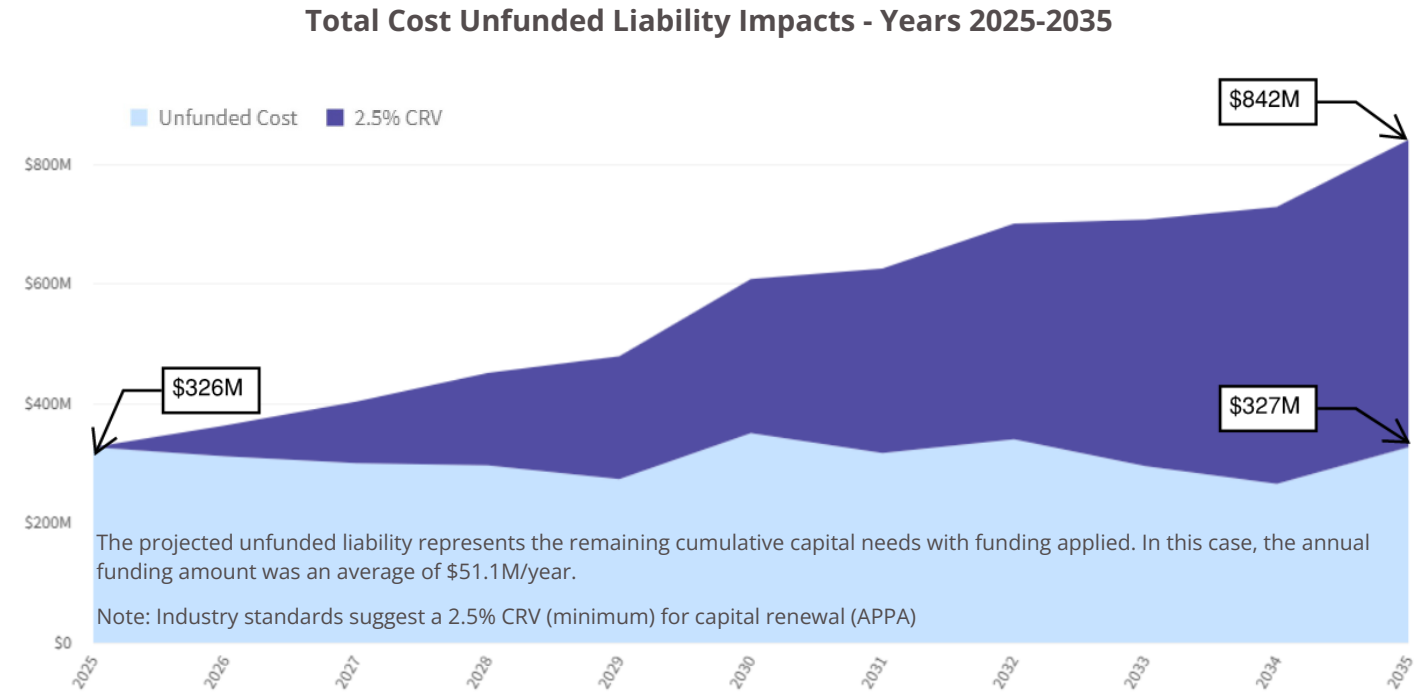
Projected Liability



The total liability represents the cumulative renewal needs of the portfolio based on the findings and results obtained from the life cycle renewal cost analysis.

Represented in current-year dollars, the cumulative total liability is predicted to increase from $326M to $612M after the next 5 years (188%), and again to $842M after the next 10 years (258%).

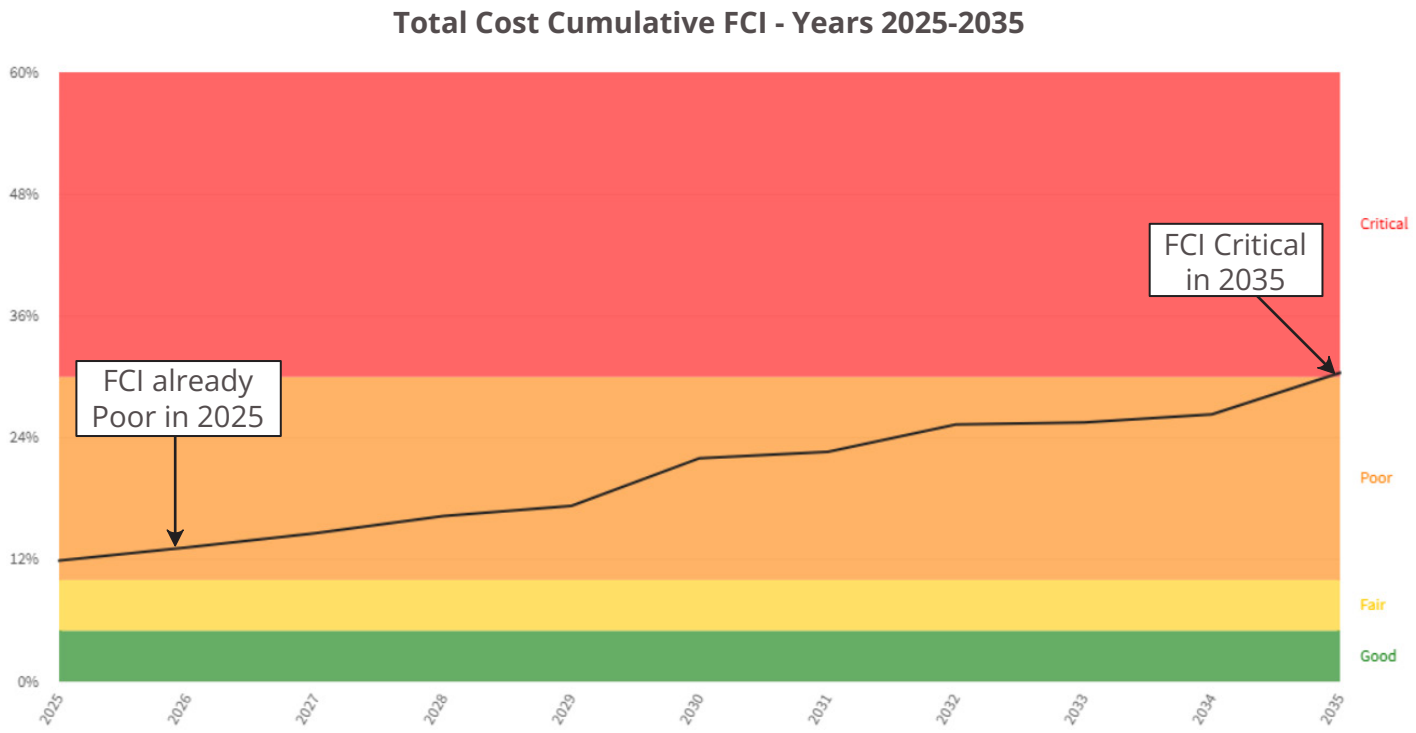
The chart represents the impact of planned capital renewal using the average annual funding stream of $51.1M per year. In this example, the total liability of $842M in 2035 is reduced to an unfunded liability of $327M but still suggests a funding gap exists. To quantify the funding appropriation needs of the portfolio, Ameresco recommends using the Facility Condition Index (FCI).



The projected unfunded liability represents the remaining cumulative capital needs with funding applied. In this case, the annual funding amount was an average of $51.1M/year.

Note: Industry standards suggest a 2.5% CRV (minimum) for capital renewal (APPA)

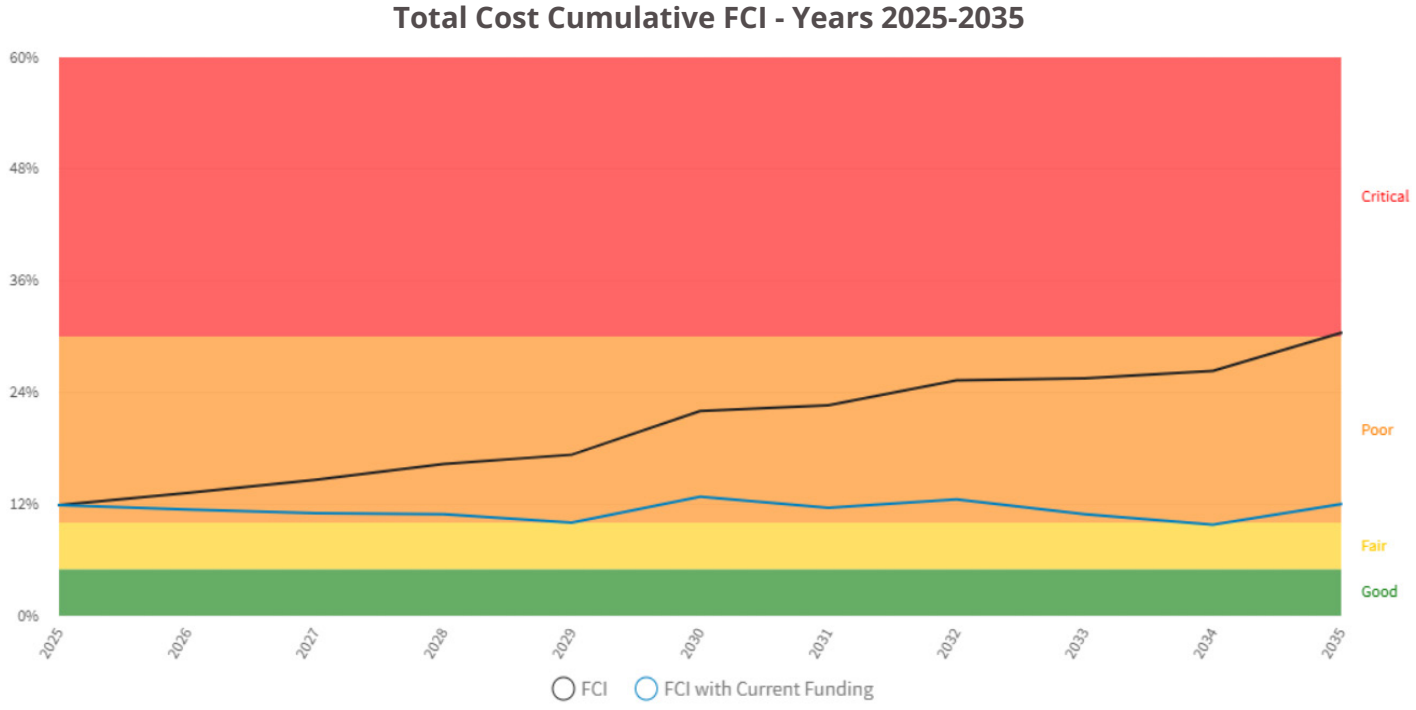
FCI Unfunded (10 Years)



The projected facility condition index (FCI) displays the relative levels of risk of the portfolio over time, represented in percent risk (%)

The chart shows the risk of aging infrastructure with growing levels of deferred maintenance backlog over time. The FCI of 11.9% places the portfolio into the “Poor” range. Unfunded, the FCI will continue to accelerate to 30.4% by 2035, reaching the “Critical” range.

With funding ($51.1M/yr), the blue line shows a shallower profile; returning the trajectory to the same condition as it was in 2025.



Overlaying and projecting the average annual capital funding of $51.1M/yr delays the migration of “Portfolio” FCI to Critical for at least the next 10 years.

FCI Prioritization Model

A prioritization model allows the district to customize the variable emphasis of each type of action and provide a priority score for each asset. This allows the district to weigh this score in project decision making.

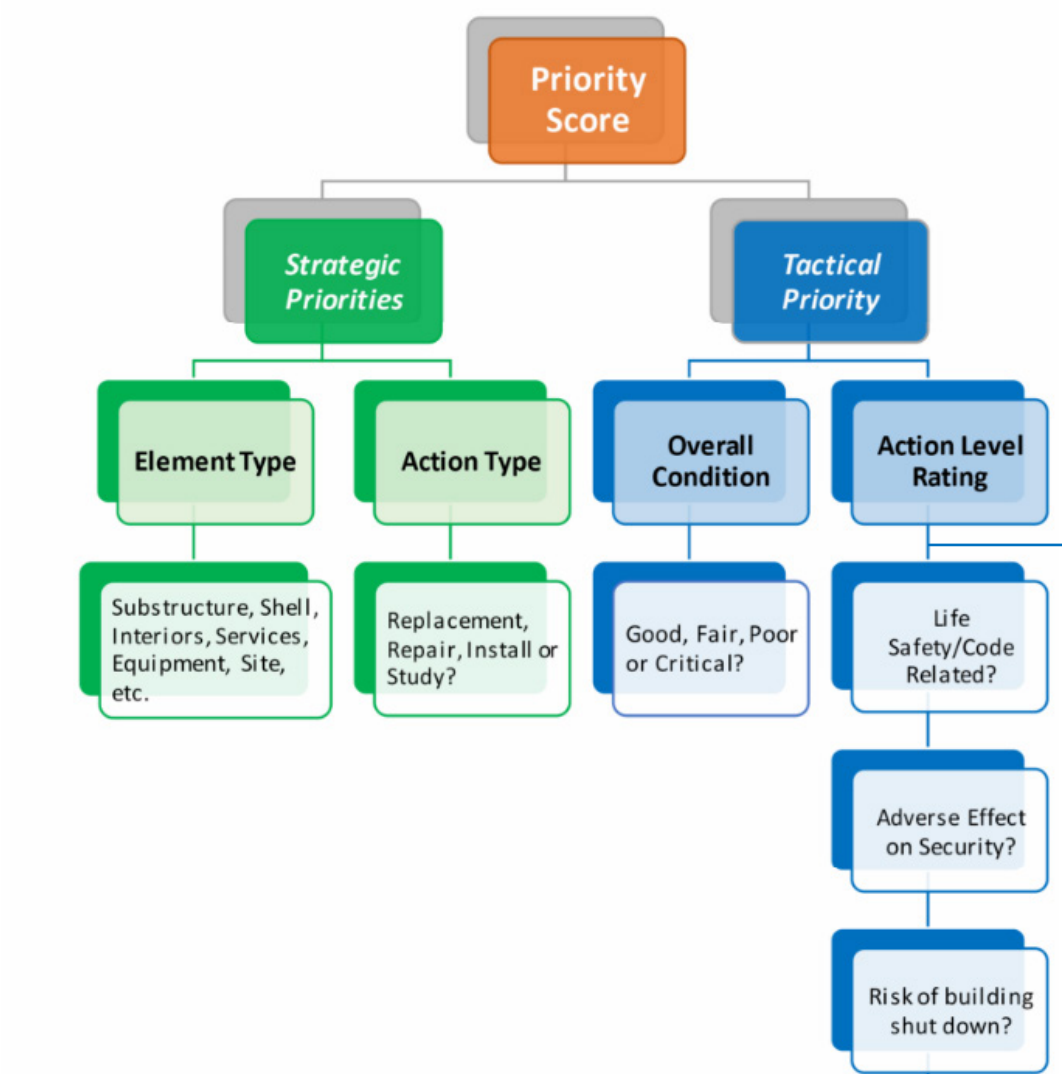
Asset Planner™ has a built-in configurable prioritization/risk matrix to assist with automatic prioritization of needs. Groups or individual elements can be assigned a prioritization scheme, then reports can be produced to view overall, groupings or individual ratings.

The prioritization methodology evaluates each need by considering a range of both "Tactical" and "Strategic" factors that influence different types of risk. These factors have been defined and weighted to align with the typical K-12 school district organization's experience and approach.

For each factor, the evaluation process assigns "priority points" where more points are assigned if the results show higher risk and fewer priority points are assigned if the results show lower risk. For example, one of the factors to be evaluated can be related to code violations. If the need exists in the backlog because it fixes a code violation, the process will assign more points because there is a code-related risk. Needs that are unrelated to code violations will receive fewer points for that factor.

The points related to all factors are then totaled into an overall "Priority Score" for each need. Needs can then be ranked according to this score, providing planners with an initial view into which needs may present the greatest risk.

Each deficiency can also be ranked on a single list across the entire portfolio and not just by specific categories or asset groups. This transparent and objective approach can also be used to help individual building managers understand and accept why some buildings may receive more funding than others. This quantitative approach is transparent and consistent, evaluating all needs with the same criteria, no matter where they reside in the portfolio.



Unfunded FCI By Campus (2025-2030)

The below chart shows the FCI at each campus if no action is taken. Ongoing maintenance and future investment will change the campus score over time.

Matchline

				Unfunded FCI					
Name	Size (Sq.Ft.)	CRV incl. Soft Costs	Average Funding Per Year	2025	2026	2027	2028	2029	2030
Austin Middle School	151,916	$ 92,138,215	$ -	13.33%	16.09%	16.09%	16.58%	16.58%	28.09%
Barbara Cardwell Career Prep Center	57,786	$ 38,789,534	$ -	3.31%	8.54%	9.40%	9.40%	9.99%	21.28%
Bowie Middle School	195,632	$ 114,063,422	$ -	11.15%	12.54%	12.54%	15.41%	15.57%	21.82%
Brandenburg Elementary School	83,600	$ 49,009,129	$ -	17.82%	17.87%	18.33%	18.53%	21.30%	22.78%
Brown Elementary School	95,425	$ 55,830,545	$ -	17.36%	20.67%	20.67%	20.98%	22.79%	29.87%
Clifton Early Childhood School	37,110	$ 23,202,524	$ -	4.48%	7.30%	8.38%	8.38%	8.45%	12.51%
Davis Elementary School	96,376	$ 56,098,221	$ -	39.90%	39.93%	39.93%	39.93%	39.93%	41.93%
De Zavala Middle School	180,386	$ 107,905,642	$ -	8.01%	8.85%	13.68%	14.81%	14.82%	18.67%
Ellis Stadium	21,568	$ 11,409,535	$ -	21.53%	21.53%	21.53%	21.53%	22.47%	40.60%
Gilbert Elementary School	93,492	$ 54,429,792	$ -	3.16%	8.35%	9.93%	9.93%	9.93%	14.10%
Good Elementary School	88,325	$ 52,420,745	$ -	25.80%	25.99%	27.10%	27.10%	29.66%	31.17%
Hanes Elementary School	110,006	$ 62,423,704	$ -	18.47%	18.47%	20.05%	22.66%	26.18%	31.97%
Houston Middle School	197,737	$ 116,273,334	$ -	5.51%	7.54%	8.33%	9.82%	15.81%	22.23%
Irving High School	428,297	$ 279,387,590	$ -	4.87%	6.08%	6.95%	12.11%	14.61%	16.96%
John Haley Elementary School	86,659	$ 50,714,919	$ -	15.13%	22.76%	23.91%	23.91%	23.91%	28.19%
Johnson Middle School	151,693	$ 90,321,594	$ -	2.51%	2.51%	2.51%	2.55%	2.55%	2.64%
Johnston Elementary School	89,142	$ 52,966,547	$ -	35.98%	36.01%	37.27%	37.28%	42.06%	43.90%
Keyes Elementary School	92,321	$ 54,549,303	$ -	17.84%	17.84%	20.95%	20.95%	21.26%	28.32%
Kinkeade Early Childhood School	37,110	$ 22,488,421	$ -	7.44%	7.57%	7.57%	7.57%	10.45%	12.93%
Lamar Middle School	155,035	$ 91,629,515	$ -	12.47%	12.47%	13.02%	13.02%	13.78%	22.64%
Lee Elementary School	97,068	$ 58,469,253	$ -	29.57%	29.57%	31.37%	31.65%	31.69%	33.07%
Lively Elementary School	92,018	$ 54,413,944	$ -	21.30%	21.33%	22.40%	22.46%	24.40%	26.15%
MacArthur High School	379,583	$ 254,067,665	$ -	12.80%	14.03%	14.60%	14.75%	14.75%	15.93%
Nimitz High School	415,881	$ 279,236,425	$ -	6.74%	8.19%	8.84%	14.14%	14.17%	19.15%
Pierce Early Childhood School	37,110	$ 22,711,908	$ -	2.89%	2.89%	2.89%	2.90%	5.12%	5.93%
Ratteree Career Development Center	37,118	$ 18,445,263	$ -	9.84%	10.50%	27.27%	27.27%	28.42%	28.42%
Schulze Elementary School	93,831	$ 54,151,525	$ -	21.17%	22.08%	23.00%	23.10%	23.13%	36.97%
Secondary Reassignment Center	47,994	$ 29,454,156	$ -	5.26%	6.72%	10.92%	10.92%	14.87%	26.49%
Singley Academy	268,735	$ 172,241,604	$ -	3.03%	4.93%	11.38%	12.08%	12.31%	20.55%
Stipes Elementary School	98,200	$ 57,371,474	$ -	5.83%	6.72%	6.72%	11.41%	11.41%	12.33%
Thomas Haley Elementary School	89,938	$ 53,571,203	$ -	26.54%	26.89%	28.25%	30.00%	30.00%	34.52%
Townley Elementary School	91,354	$ 54,315,508	$ -	17.00%	21.29%	21.37%	23.26%	23.26%	27.95%
Townsell Elementary School	104,120	$ 59,862,140	$ -	5.11%	5.11%	9.54%	15.70%	15.98%	23.03%
Travis Middle School	173,611	$ 103,709,645	$ -	17.47%	17.51%	17.83%	17.87%	17.87%	21.56%
Totals:	**4,476,177**	**$ 2,748,073,943**	$ -						
			FCI =	11.89%	13.23%	14.68%	16.43%	17.45%	22.14%

Unfunded FCI By Campus (2031-2035)

The below chart shows the FCI at each campus if no action is taken. Ongoing maintenance and future investment will change the campus score over time.

Unfunded FCI								
Name	Size (Sq.Ft.)	CRV incl. Soft Costs	Average Funding Per Year	2031	2032	2033	2034	2035
Austin Middle School	151,916	$ 92,138,215	$ -	29.49%	32.85%	32.88%	33.30%	40.60%
Barbara Cardwell Career Prep Center	57,786	$ 38,789,534	$ -	21.28%	23.26%	23.26%	24.65%	33.32%
Bowie Middle School	195,632	$ 114,063,422	$ -	24.37%	25.56%	25.67%	26.12%	35.40%
Brandenburg Elementary School	83,600	$ 49,009,129	$ -	24.54%	26.45%	26.47%	27.11%	29.60%
Brown Elementary School	95,425	$ 55,830,545	$ -	29.87%	31.53%	31.97%	31.97%	37.46%
Clifton Early Childhood School	37,110	$ 23,202,524	$ -	14.03%	14.14%	15.03%	17.85%	20.03%
Davis Elementary School	96,376	$ 56,098,221	$ -	41.95%	46.25%	46.25%	46.25%	48.78%
De Zavala Middle School	180,386	$ 107,905,642	$ -	19.21%	24.57%	24.57%	24.92%	28.30%
Ellis Stadium	21,568	$ 11,409,535	$ -	48.67%	50.63%	53.21%	53.82%	68.49%
Gilbert Elementary School	93,492	$ 54,429,792	$ -	14.10%	17.87%	20.99%	24.53%	26.08%
Good Elementary School	88,325	$ 52,420,745	$ -	31.17%	35.43%	35.43%	35.98%	40.19%
Hanes Elementary School	110,006	$ 62,423,704	$ -	31.97%	32.40%	32.40%	32.72%	36.63%
Houston Middle School	197,737	$ 116,273,334	$ -	22.23%	22.67%	22.93%	22.96%	28.45%
Irving High School	428,297	$ 279,387,590	$ -	17.90%	21.01%	21.03%	21.44%	23.88%
John Haley Elementary School	86,659	$ 50,714,919	$ -	28.22%	28.60%	28.72%	31.85%	31.92%
Johnson Middle School	151,693	$ 90,321,594	$ -	4.69%	5.44%	5.76%	5.76%	10.16%
Johnston Elementary School	89,142	$ 52,966,547	$ -	43.91%	43.97%	43.97%	44.01%	45.09%
Keyes Elementary School	92,321	$ 54,549,303	$ -	28.35%	31.45%	31.45%	31.98%	31.99%
Kinkeade Early Childhood School	37,110	$ 22,488,421	$ -	13.07%	13.25%	13.25%	16.64%	21.07%
Lamar Middle School	155,035	$ 91,629,515	$ -	25.43%	26.66%	26.66%	29.74%	30.89%
Lee Elementary School	97,068	$ 58,469,253	$ -	33.12%	37.95%	38.21%	39.79%	40.81%
Lively Elementary School	92,018	$ 54,413,944	$ -	26.15%	28.13%	28.32%	28.66%	31.10%
MacArthur High School	379,583	$ 254,067,665	$ -	15.99%	21.09%	21.12%	21.13%	30.04%
Nimitz High School	415,881	$ 279,236,425	$ -	19.15%	20.87%	20.92%	20.94%	27.60%
Pierce Early Childhood School	37,110	$ 22,711,908	$ -	6.34%	6.56%	6.56%	10.23%	14.63%
Ratteree Career Development Center	37,118	$ 18,445,263	$ -	31.45%	37.78%	37.78%	37.78%	41.50%
Schulze Elementary School	93,831	$ 54,151,525	$ -	37.40%	37.73%	37.73%	40.08%	44.42%
Secondary Reassignment Center	47,994	$ 29,454,156	$ -	29.06%	34.51%	34.51%	34.51%	37.09%
Singley Academy	268,735	$ 172,241,604	$ -	20.57%	27.97%	28.21%	28.24%	28.58%
Stipes Elementary School	98,200	$ 57,371,474	$ -	14.58%	14.58%	15.04%	17.90%	19.91%
Thomas Haley Elementary School	89,938	$ 53,571,203	$ -	34.56%	39.08%	39.25%	39.27%	41.25%
Townley Elementary School	91,354	$ 54,315,508	$ -	28.11%	29.70%	29.70%	32.24%	36.74%
Townsell Elementary School	104,120	$ 59,862,140	$ -	23.63%	24.25%	27.75%	27.75%	28.74%
Travis Middle School	173,611	$ 103,709,645	$ -	21.63%	22.44%	22.44%	25.43%	26.70%
Totals:	**4,476,177**	**$ 2,748,073,943**	$ -					
			FCI =	22.79%	25.52%	25.76%	26.54%	30.64%

Funded FCI By Campus (2025-2029)

The below chart shows the FCI at each campus with funding to sustain the current score. While no schools reach the critical range, several deteriorate from good to fair.

Matchline

				Funded FCI					
Name	Size (Sq.Ft.)	CRV incl. Soft Costs	Average Funding Per Year	2025	2026	2027	2028	2029	2030
Austin Middle School	151,916	$ 92,138,215	$ 2,000,127	13.33%	13.81%	11.80%	10.50%	8.89%	17.66%
Barbara Cardwell Career Prep Center	57,786	$ 38,789,534	$ 634,386	3.31%	7.33%	7.00%	5.99%	5.55%	14.50%
Bowie Middle School	195,632	$ 114,063,422	$ 2,036,923	11.15%	10.77%	9.20%	10.27%	8.79%	13.07%
Brandenburg Elementary School	83,600	$ 49,009,129	$ 852,567	17.82%	15.33%	13.49%	11.69%	12.16%	11.99%
Brown Elementary School	95,425	$ 55,830,545	$ 1,179,718	17.36%	17.74%	15.15%	13.21%	12.67%	17.22%
Clifton Early Childhood School	37,110	$ 23,202,524	$ 248,039	4.48%	6.26%	6.27%	5.35%	4.59%	7.52%
Davis Elementary School	96,376	$ 56,098,221	$ 1,683,020	39.90%	34.27%	29.29%	25.05%	21.25%	20.59%
De Zavala Middle School	180,386	$ 107,905,642	$ 1,695,401	8.01%	7.60%	10.59%	9.97%	8.41%	10.70%
Ellis Stadium	21,568	$ 11,409,535	$ 402,518	21.53%	18.47%	15.77%	13.48%	12.19%	26.16%
Gilbert Elementary School	93,492	$ 54,429,792	$ 757,965	3.16%	7.17%	7.47%	6.38%	5.40%	8.34%
Good Elementary School	88,325	$ 52,420,745	$ 1,227,034	25.80%	22.30%	20.00%	17.09%	16.57%	15.94%
Hanes Elementary School	110,006	$ 62,423,704	$ 1,335,592	18.47%	15.86%	14.88%	14.91%	15.44%	18.51%
Houston Middle School	197,737	$ 116,273,334	$ 1,770,967	5.51%	6.47%	6.20%	6.55%	10.41%	14.53%
Irving High School	428,297	$ 279,387,590	$ 3,762,000	4.87%	5.22%	5.20%	8.76%	9.36%	10.18%
John Haley Elementary School	86,659	$ 50,714,919	$ 992,928	15.13%	19.53%	17.66%	15.10%	12.80%	15.00%
Johnson Middle School	151,693	$ 90,321,594	$ 385,998	2.51%	2.15%	1.84%	1.61%	1.36%	1.29%
Johnston Elementary School	89,142	$ 52,966,547	$ 1,518,197	35.98%	30.90%	27.46%	23.48%	23.79%	22.57%
Keyes Elementary School	92,321	$ 54,549,303	$ 1,080,544	17.84%	15.31%	15.71%	13.42%	11.60%	16.28%
Kinkeade Early Childhood School	37,110	$ 22,488,421	$ 235,249	7.44%	6.50%	5.56%	4.76%	6.39%	7.71%
Lamar Middle School	155,035	$ 91,629,515	$ 1,622,979	12.47%	10.71%	9.62%	8.23%	7.60%	14.25%
Lee Elementary School	97,068	$ 58,469,253	$ 1,460,091	29.57%	25.37%	23.20%	20.06%	17.01%	16.27%
Lively Elementary School	92,018	$ 54,413,944	$ 1,012,478	21.30%	18.31%	16.55%	14.20%	13.61%	13.53%
MacArthur High School	379,583	$ 254,067,665	$ 3,750,936	12.80%	12.04%	10.78%	9.34%	7.92%	8.04%
Nimitz High School	415,881	$ 279,236,425	$ 3,987,792	6.74%	7.03%	6.55%	10.04%	8.44%	11.65%
Pierce Early Childhood School	37,110	$ 22,711,908	$ 143,236	2.89%	2.48%	2.12%	1.82%	3.35%	3.62%
Ratteree Career Development Center	37,118	$ 18,445,263	$ 443,905	9.84%	9.01%	21.91%	18.62%	16.59%	14.63%
Schulze Elementary School	93,831	$ 54,151,525	$ 1,374,924	21.17%	18.95%	16.96%	14.59%	12.39%	22.73%
Secondary Reassignment Center	47,994	$ 29,454,156	$ 623,879	5.26%	5.77%	8.48%	7.21%	9.30%	17.98%
Singley Academy	268,735	$ 172,241,604	$ 2,892,354	3.03%	4.23%	9.08%	8.31%	7.17%	13.31%
Stipes Elementary School	98,200	$ 57,371,474	$ 619,735	5.83%	5.77%	4.93%	8.15%	6.83%	6.79%
Thomas Haley Elementary School	89,938	$ 53,571,203	$ 1,342,521	26.54%	23.08%	20.86%	19.30%	16.32%	18.30%
Townley Elementary School	91,354	$ 54,315,508	$ 1,122,596	17.00%	18.27%	15.68%	14.99%	12.68%	15.22%
Townsell Elementary School	104,120	$ 59,862,140	$ 1,007,841	5.11%	4.39%	7.50%	11.55%	9.88%	14.64%
Travis Middle School	173,611	$ 103,709,645	$ 1,624,665	17.47%	15.03%	13.11%	11.24%	9.53%	11.60%
Totals:	**4,476,177**	**$ 2,748,073,943**	**$ 46,829,107**						
			FCI =	11.89%	11.35%	10.93%	10.80%	9.95%	12.77%
			FCI without Funding =	11.89%	13.23%	14.68%	16.43%	17.45%	22.14%

Funded FCI By Campus (2030-2034)

The below chart shows the FCI at each campus with funding to sustain the current score. While no schools reach the critical range, several deteriorate from good to fair.

Funded FCI								
Name	Size (Sq.Ft.)	CRV incl. Soft Costs	Average Funding Per Year	2031	2032	2033	2034	2035
Austin Middle School	151,916	$ 92,138,215	$ 2,000,127	16.24%	16.91%	14.31%	12.29%	16.72%
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Brandenburg Elementary School	83,600	$ 49,009,129	$ 852,567	11.89%	12.07%	10.41%	9.38%	10.46%
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De Zavala Middle School	180,386	$ 107,905,642	$ 1,695,401	9.69%	12.96%	10.92%	9.37%	11.02%
Ellis Stadium	21,568	$ 11,409,535	$ 402,518	28.90%	26.52%	24.33%	20.54%	29.69%
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Good Elementary School	88,325	$ 52,420,745	$ 1,227,034	13.93%	15.95%	13.77%	12.23%	14.44%
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04

Capacity & Demographics

Irving Independent School District
Facilities Condition Assessment



Grace Design Studios

AMERESCO

BDA ACCESSIBILITY SERVICES

Demographic Content

Summary

The Executive Insight Report provides a demographic and socioeconomic profile of the Irving ISD study area using data from the U.S. Census Bureau, Synergos Technologies, and PowerSchool. It includes 2023 estimates with projections through 2024 and 2034 to help inform planning, enrollment forecasting, and community needs.

Population & Households

The study area's 2023 population is 186,159, with modest growth projected to 188,872 by 2028 (+1.5%). Households follow a similar pattern, though the average household size is declining, dropping from 2.61 (2023) to 2.54 (2028). This trend suggests increasing housing turnover, smaller families, or more single-resident households.

Racial/Ethnic Composition

Irving ISD remains one of the most diverse communities in the region. Hispanic/Latino residents make up roughly 52% of the population, though this share is expected to decline slightly by 2028. Asian and White (Non-Hispanic) populations are projected to grow modestly, while Black/African American proportions remain stable. Overall, the district's multicultural identity continues to be a defining characteristic.

Age Structure

The community is gradually aging, with average age rising from 35.6 in 2023 to 36.35 by 2028. Children under 17 make up a declining percentage of residents, while adults aged 55 and older are increasing. This reflects broader national trends of slowing birth rates and the aging of established families within the district.

School-Aged Children

The school-aged population shows mixed movement:

- Ages 5–9 (early elementary) are projected to increase.
- Ages 10–14 and 15–17 (middle and high school) show declines.

This pattern suggests a potential short-term dip in secondary enrollment, followed by possible stabilization as younger cohorts move through the system.

Income & Economic Profile

Average household income in 2023 is $86,522, expected to grow to $101,162 by 2028. Per capita income is also rising, from $33,198 to $39,477 over the same period. Income distribution shows a shift toward middle- and upper-income brackets, though median income differs significantly across racial and ethnic groups. The study area has a higher share of blue-collar employment than the state overall, especially in construction, production/transportation, food service, and building maintenance. Managerial, professional, and healthcare support occupations are less prevalent compared to statewide levels.

Households with Children

Among households with children under 18:

- 67% are married-couple households
- 33% are single-parent households

The share of single-parent households has grown slightly since 2020, reflecting ongoing shifts in family structure.

Educational Attainment

Adult educational attainment levels trail state averages, with a higher proportion of residents lacking a high school diploma. Rates of bachelor's and graduate degrees are also lower than statewide benchmarks—informing workforce development needs and community support priorities.

Generational Distribution

Millennials represent the largest generational group at 36%, followed by Gen Z at 26% and Gen X at 25%. Older generations continue to decline as a percentage of the population, reinforcing the long-term youthfulness and diversity of Irving ISD despite recent aging trends.

Disclaimer: Demographics information obtained from the District and previously prepared by others.



10 Year Enrollment Forecast



Population & Household



Racial/Ethnic Trends



Age Trends



School-Age Trends



Household Income Trends



Household & Children Trends



Adult Education



Population by Employment

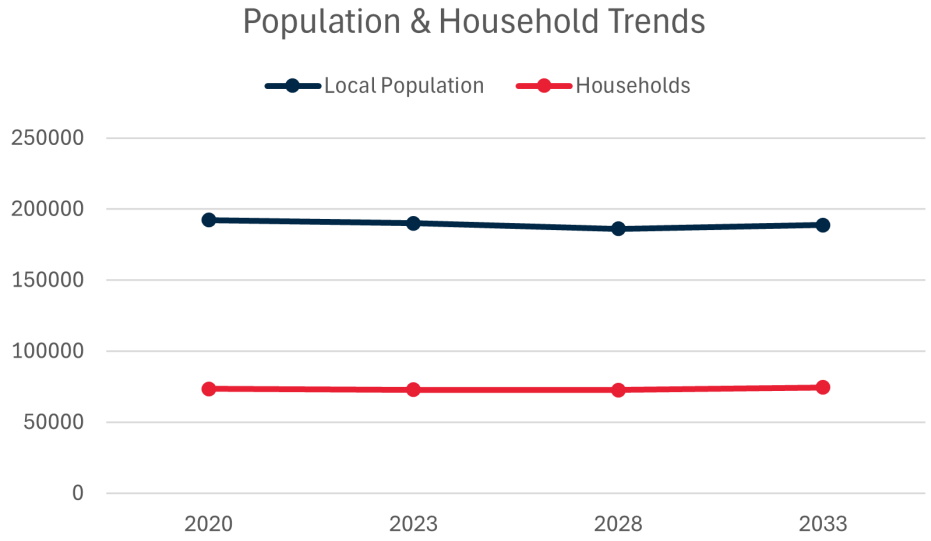


Generations

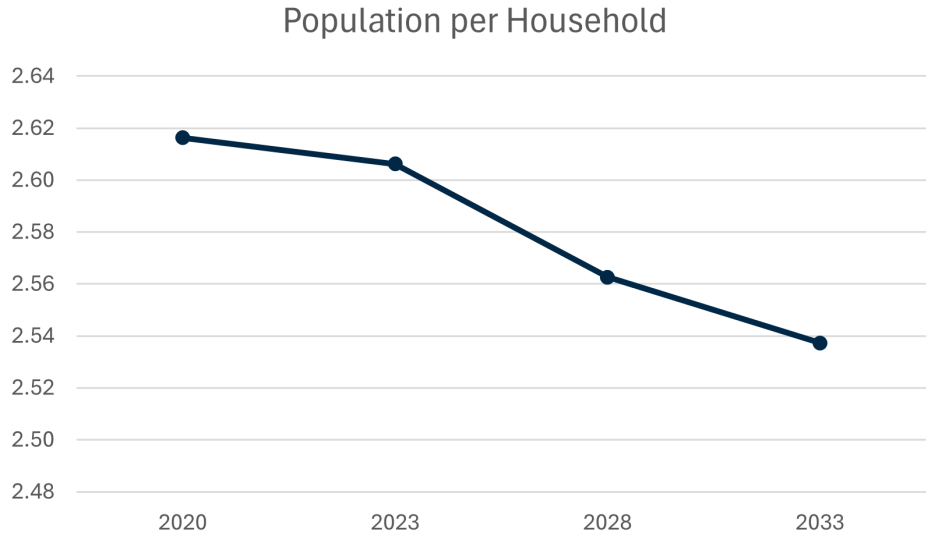
Demographic Trends

INSIGHT 1: Population and Household Trends

The study area for Irving ISD continues to experience steady population and household dynamics. As of 2023, the estimated population with the boundary is 186,159 people, projected to grow to 188,872 people by 2028. Households are increasing at a slightly faster rate than the total population, suggesting smaller household sizes over time.

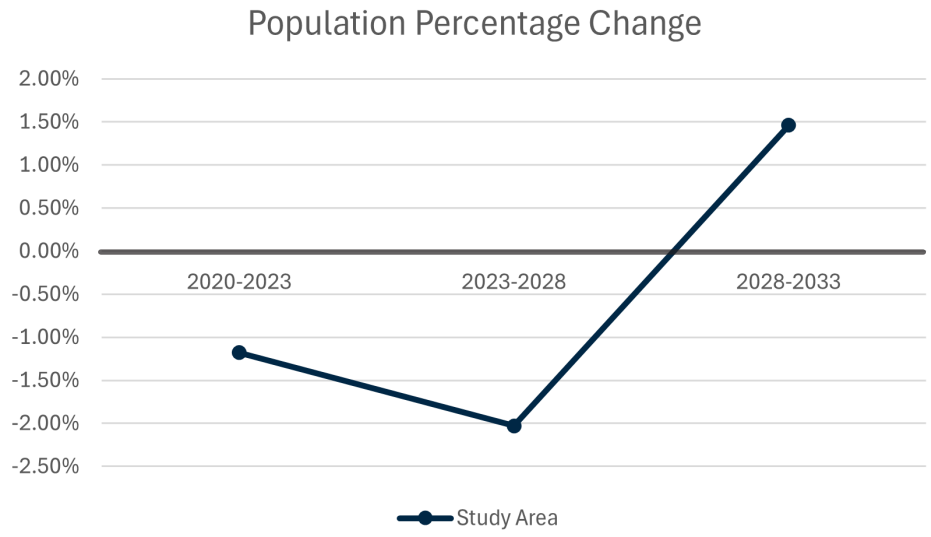


Household growth outpacing population growth indicates a gradual reduction in persons per household. In 2020, there were approximately 2.62 persons per household compared to a projected 2.54 by 2033. This trend aligns with the statewide demographic shifts toward smaller household units.



Demographic Trends

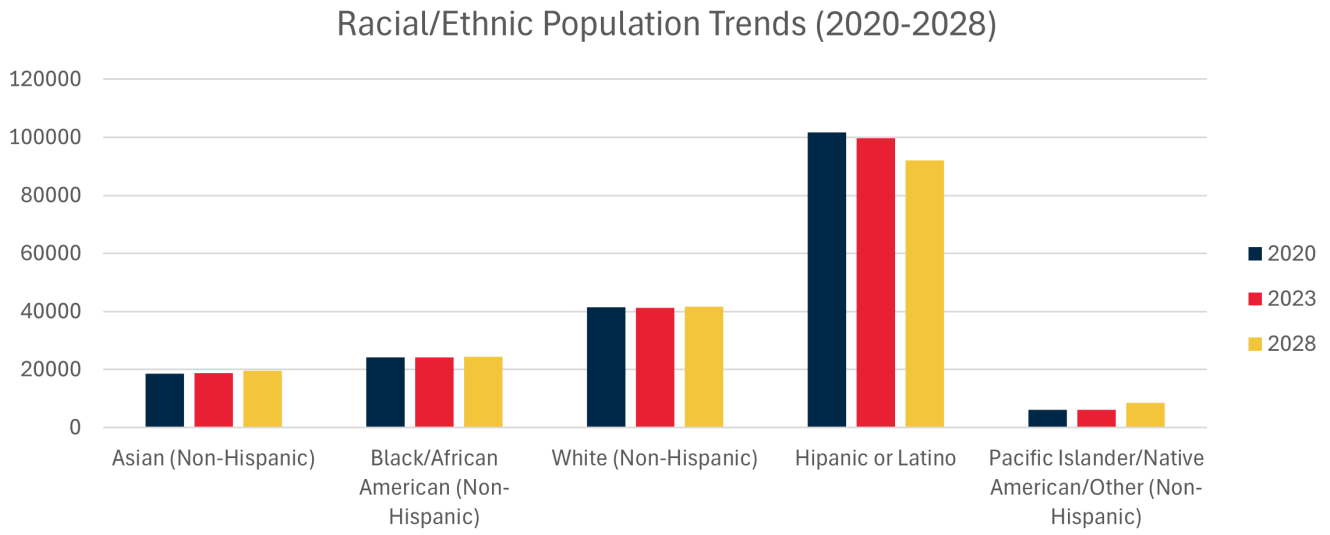
The average annual percentage change in population and household metrics shows a modest rebound following minor declines in prior years. The district area is projected to experience approximately 0.29% average annual growth by 2033.



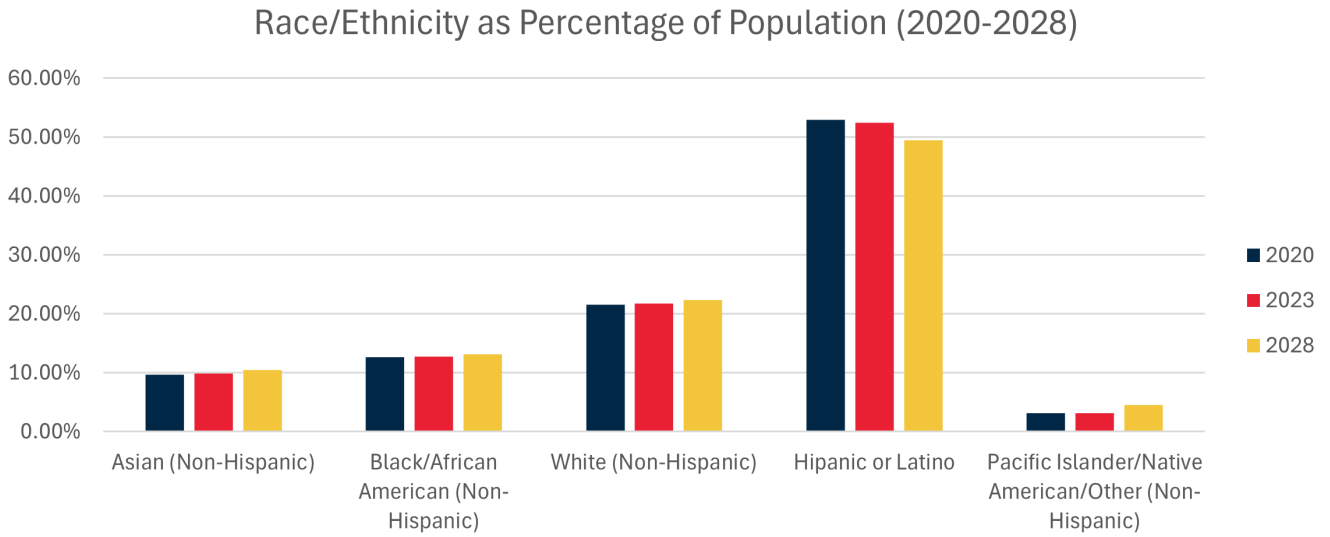
Demographic Trends

INSIGHT 2: Racial-Ethnic Trends

Irving ISD study area continues to reflect a dynamic mix of racial and ethnic diversity. Population composition within the district boundaries has shifted modestly over recent years, with gradual changes across all major demographic groups. The Hispanic population remains the largest segment, while Asian and multiracial categories have experienced measurable growth.



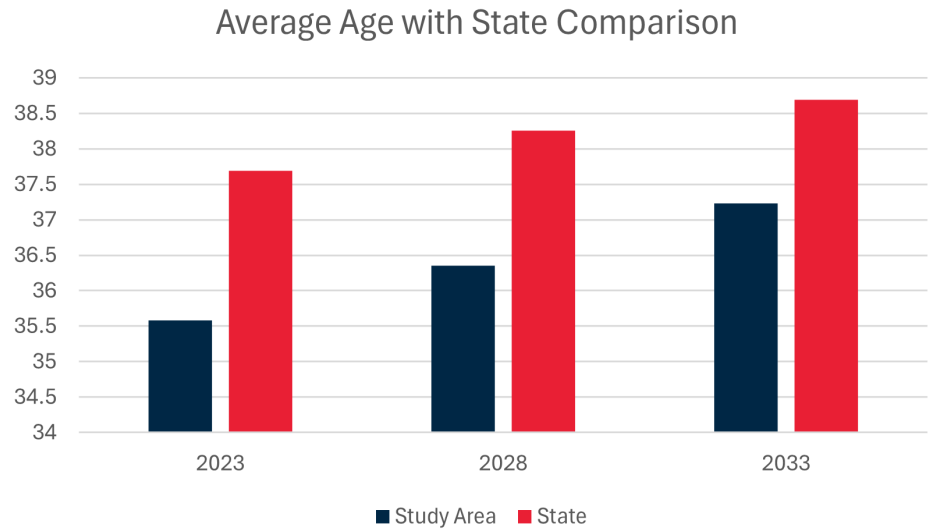
Between 2020 and 2028, the Asian (Non-Hispanic) population is projected to grow by approximately 0.8%. White (Non-Hispanic) residents show a small increase of 0.7%, while African American residents remain steady. Hispanic residents are expected to decrease by roughly 3.5%, though they continue to represent nearly half of the district total population. Other racial groups show modest upward trends.



Demographic Trends

INSIGHT 3: Age Trends

Understanding the age structure of Irving ISD's study area provides key insights into community trends. The district's population has experienced a gradual increase in average age over recent years. This reflects both broader national aging patterns and local demographic dynamics influenced by migration, birth rates, and household composition.



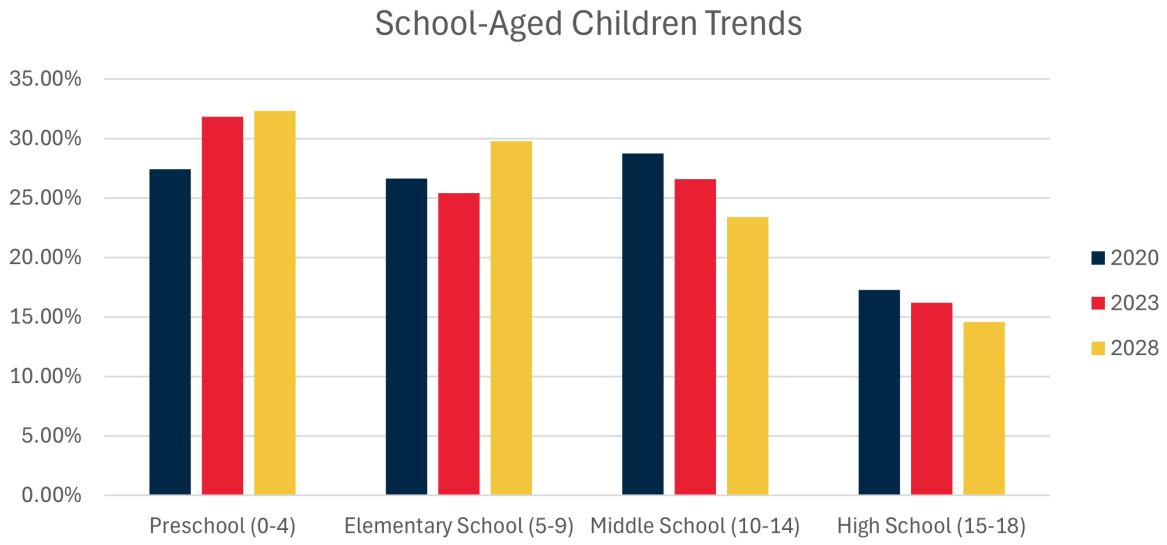
Average age in the study area is projected to rise from 35.6 in 2023 to 37.2 by 2033. The steady rise indicates an aging population, consistent with statewide and national trends. A comparison of study area data with Texas averages shows that the district remains slightly younger than the state overall.

While the study area's average age remains below the Texas average, the difference is narrowing. Continued monitoring of this trend is important for long-term planning, especially for future educational, recreational, and community service needs aligned with changing demographics.

Demographic Trends

INSIGHT 4: School Aged Children Trends

The number of school-aged children within the Irving ISD study area is an essential indicator of future enrollment trends. This section illustrates projected changes in key school-age segments between 2023 and 2028, providing insights into district-level growth and potential adjustments in school capacity planning.



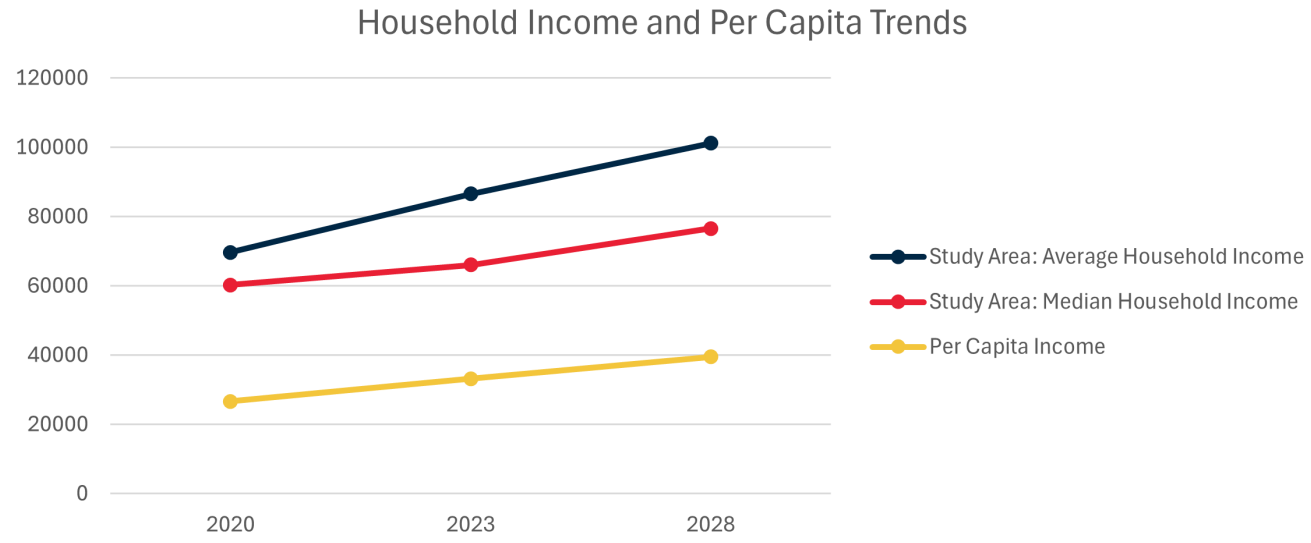
The total number of children in the 0-4 (pre-kindergarten) and 11-13 (middle school) age groups are expected to remain relatively stable. However, the 5-10 (elementary) and 14-17 (high school) groups are projected to decline modestly by 2028, reflecting a small dip in enrollment potential. This pattern aligns with the district's overall demographic shift toward older households and fewer young families.

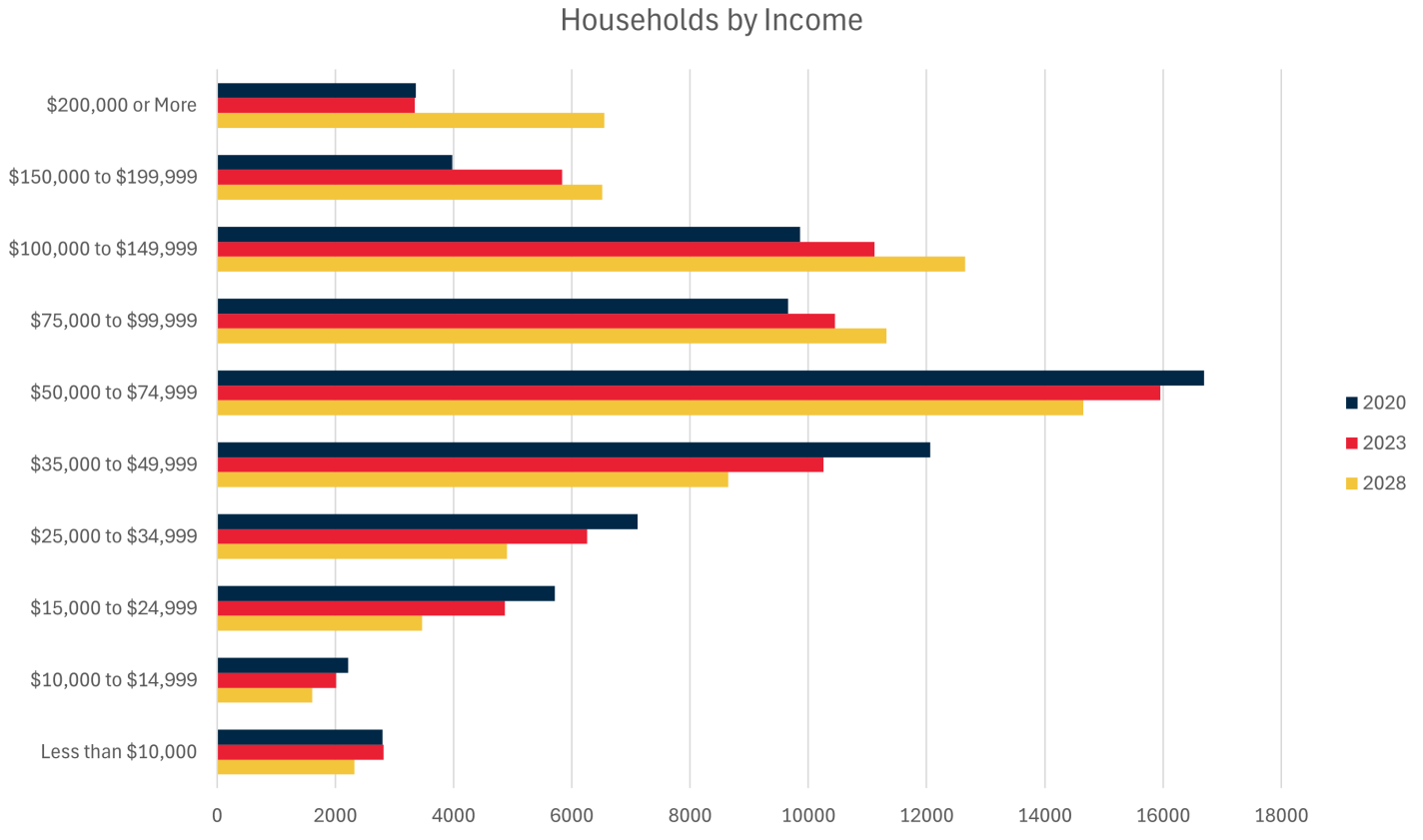
Demographic Trends

INSIGHT 5: Household and Family Income Trends

Average household income and per capita income indicate the level of financial resources within a community. Average household income reflects the average income per household, whether family or non-family. Per capita income measures the average income of all persons within a household, including dependents.

In Irving ISD, the estimated current year average household income is $86,522 and is projected to grow by 16.9% to $101,162 by 2028. The estimated per capita income for the current year is $33,198 and is projected to grow by 18.9% to $39,477. This continued income growth reflects steady economic development and household prosperity within the district.

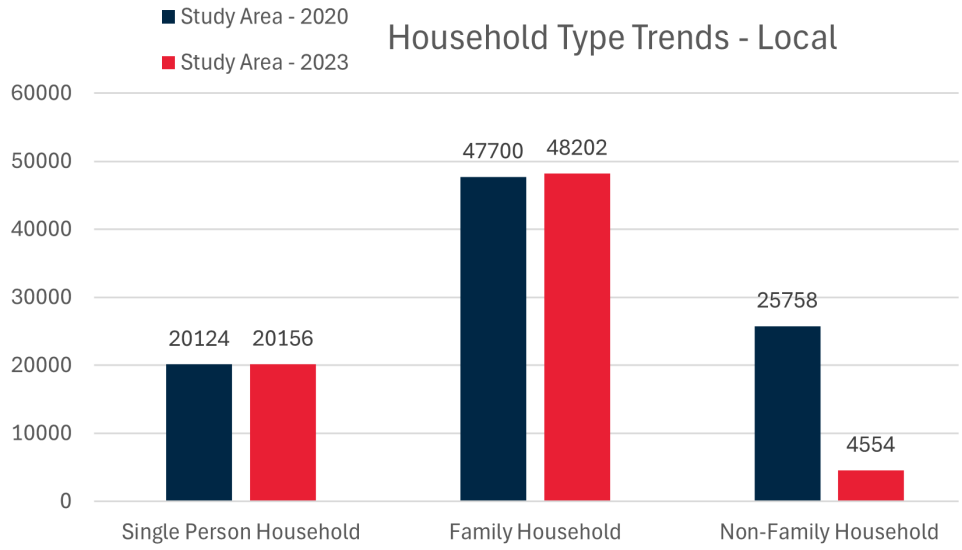




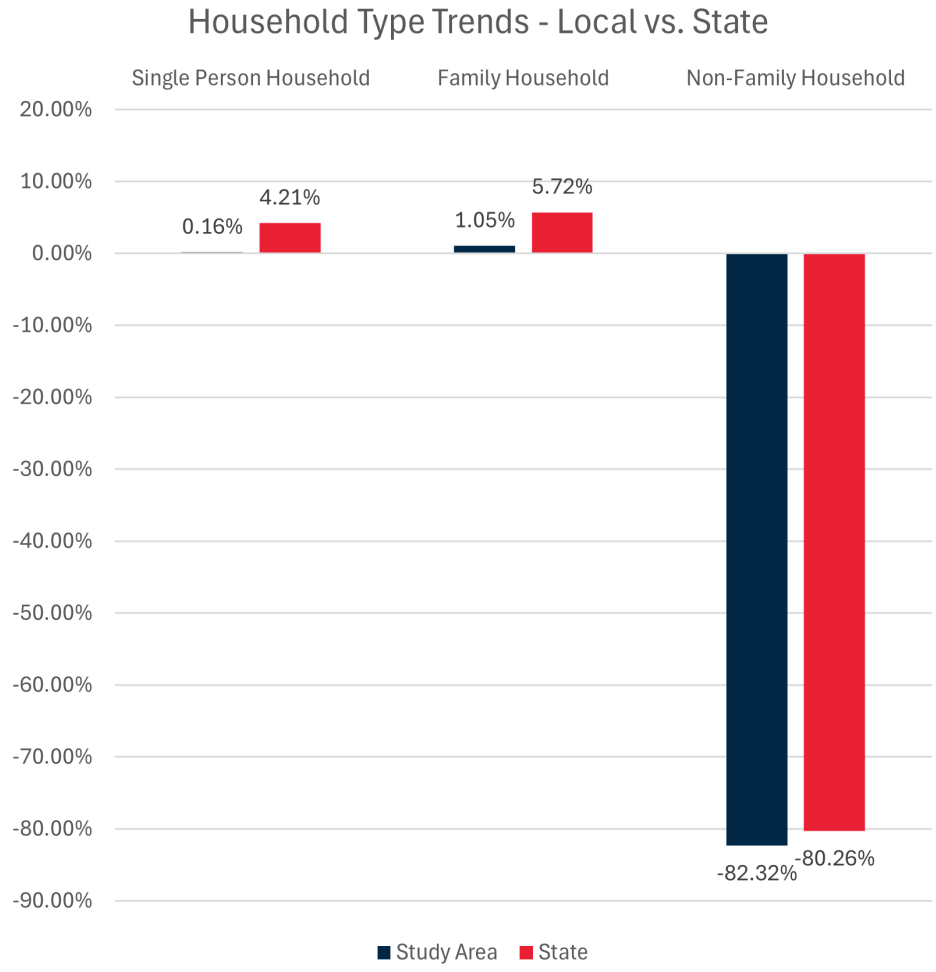
Demographic Trends

INSIGHT 6: Household and Children Trends

The diversity of child-rearing environment continues to increase, reflecting broader demographic and cultural changes across the Irving ISD community. This analysis focuses on family households with children under 18 years old, providing insight into how household composition has evolved between 2020 and 2023.



Between 2020 and 2023, the number of married-couple family households with children under 18 increased from 14,060 to 15,472, representing a 10% gain. Single-parent households also increased from 6,542 to 7,594, a growth rate of roughly 16%. Despite this growth, the share of married-couple households decreased slightly from 68.2% to 67.1%, while single-parent households rose from 31.8% to 32.9%, indicating a gradual diversification of family structures.

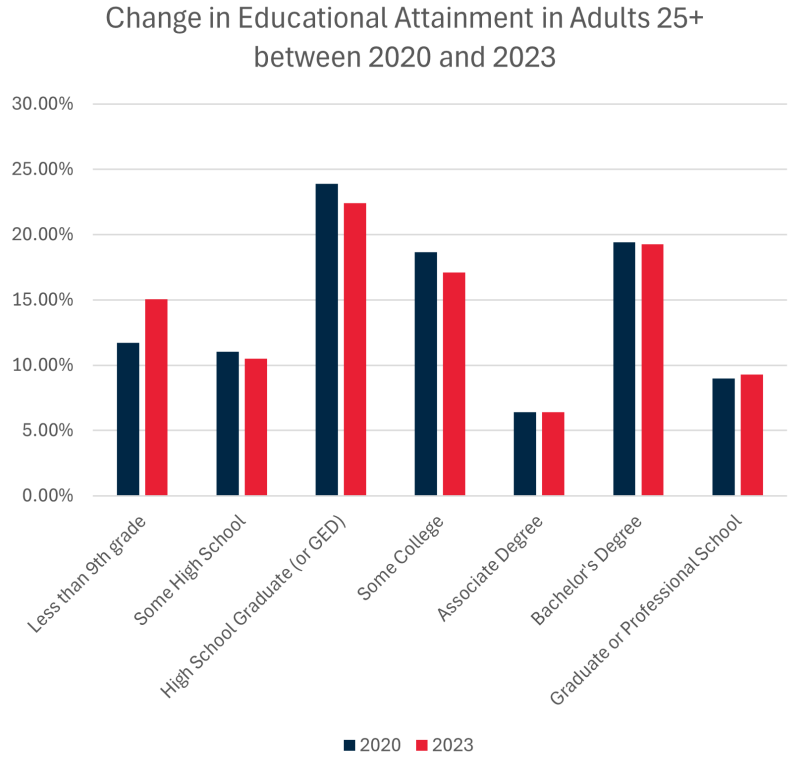


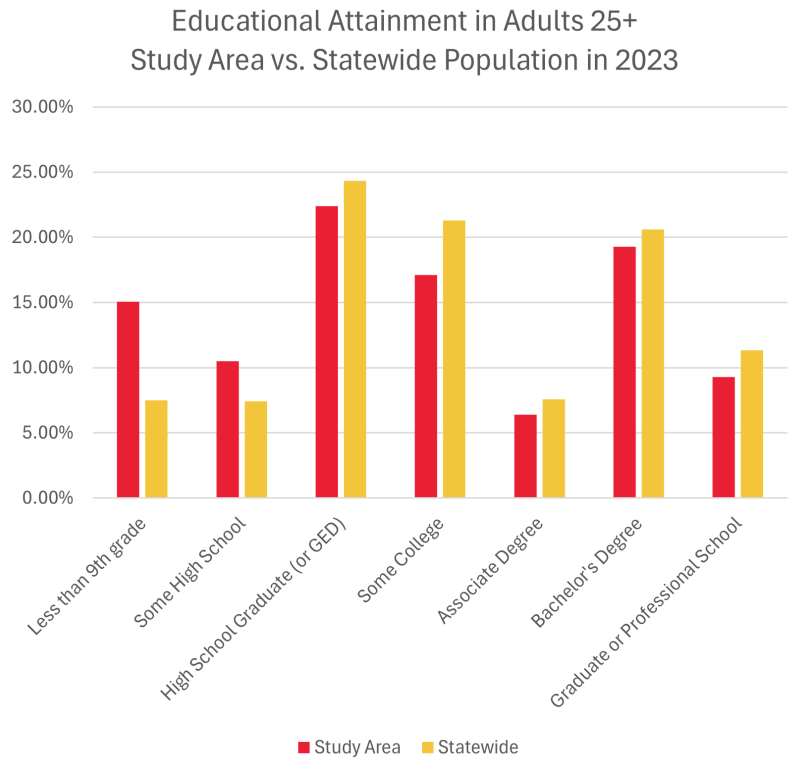
The percentage of married-couple family households within the study area (67.1%) remains slightly below the Texas statewide average of 68.5%, while single-parent households make up a marginally higher proportion locally (32.9% versus 31.5% statewide). These data points illustrate that Irving ISD serves a community with a variety of family compositions, each contributing to the district's dynamic and inclusive environment.

Demographic Trends

INSIGHT 7: Adult Education Attainment

The level of educational attainment of a community's adult population is a key indicator of opportunity and challenge. In Irving ISD, the proportion of adults with less than a 9th-grade education is significantly higher than the Texas average, while the percentage of those with bachelor's and graduate degrees is somewhat lower. These figures suggest continued opportunities for workforce development and adult education initiatives within the district.

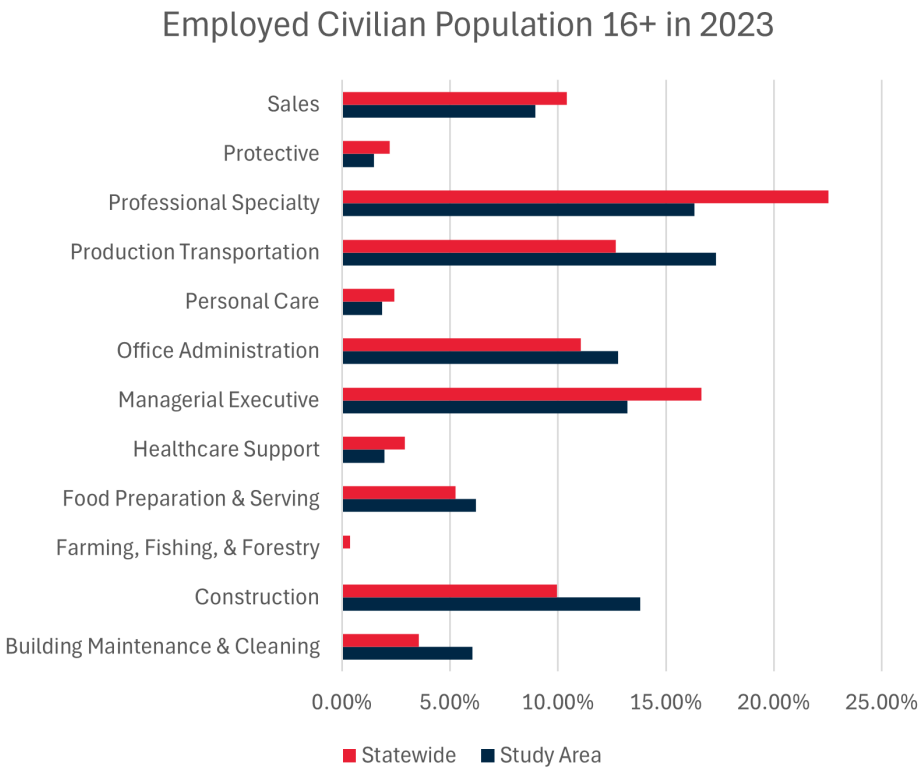


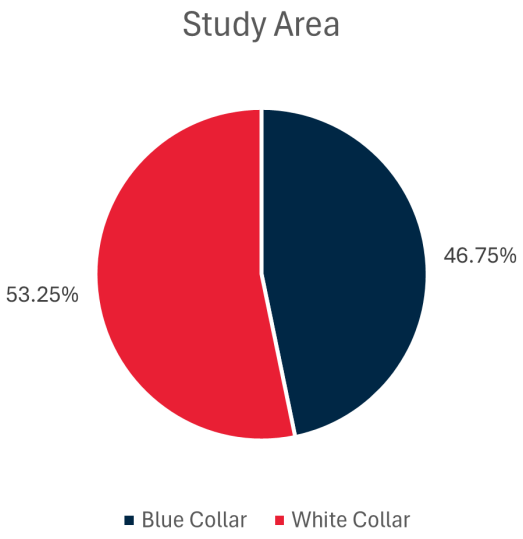


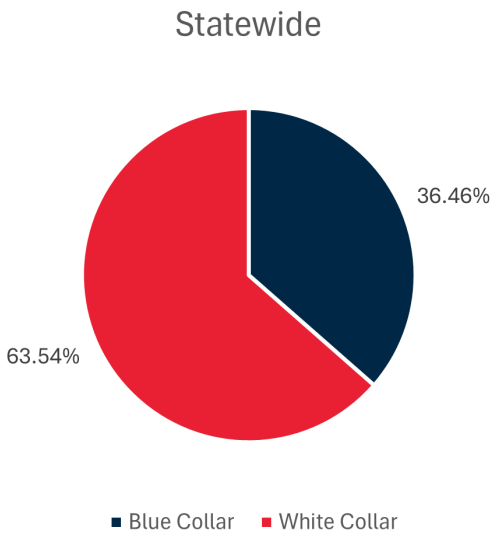
Demographic Trends

INSIGHT 8: Population by Employment

Like educational attainment, an analysis of a community by its employment types and categories provides an important insight into its socio-economics. For Irving ISD, the share of white collar workers is below the state average, while blue collar employment is well above. This reflects a strong presence in construction, production, and maintenance trades, balanced by smaller managerial and professional segments.





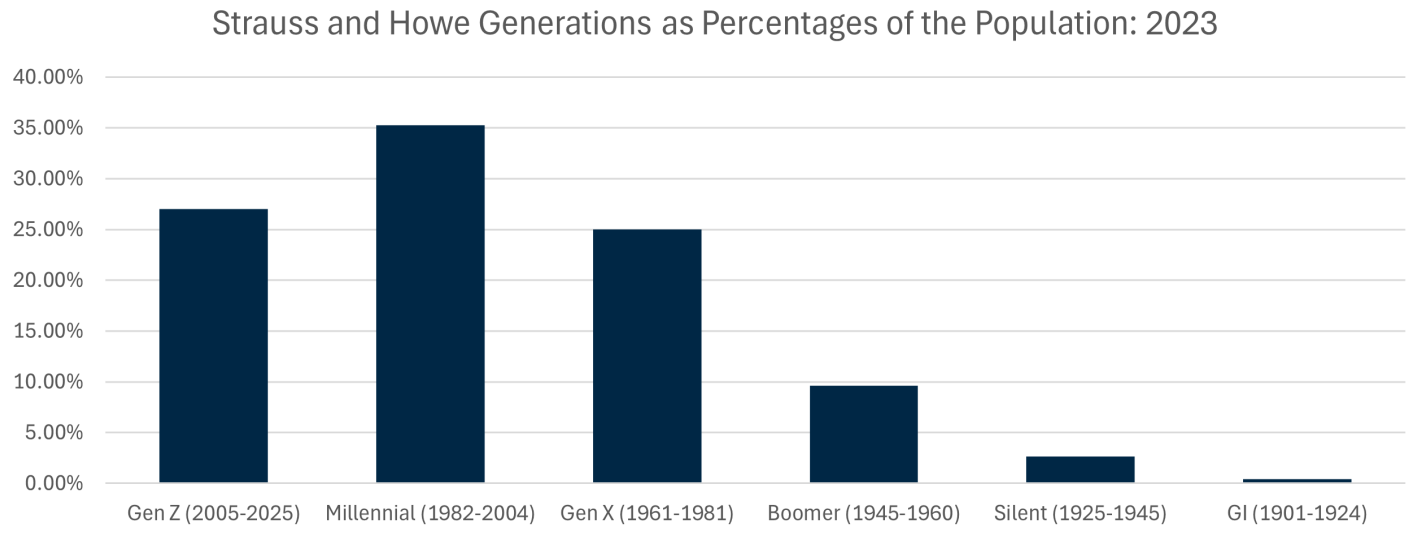


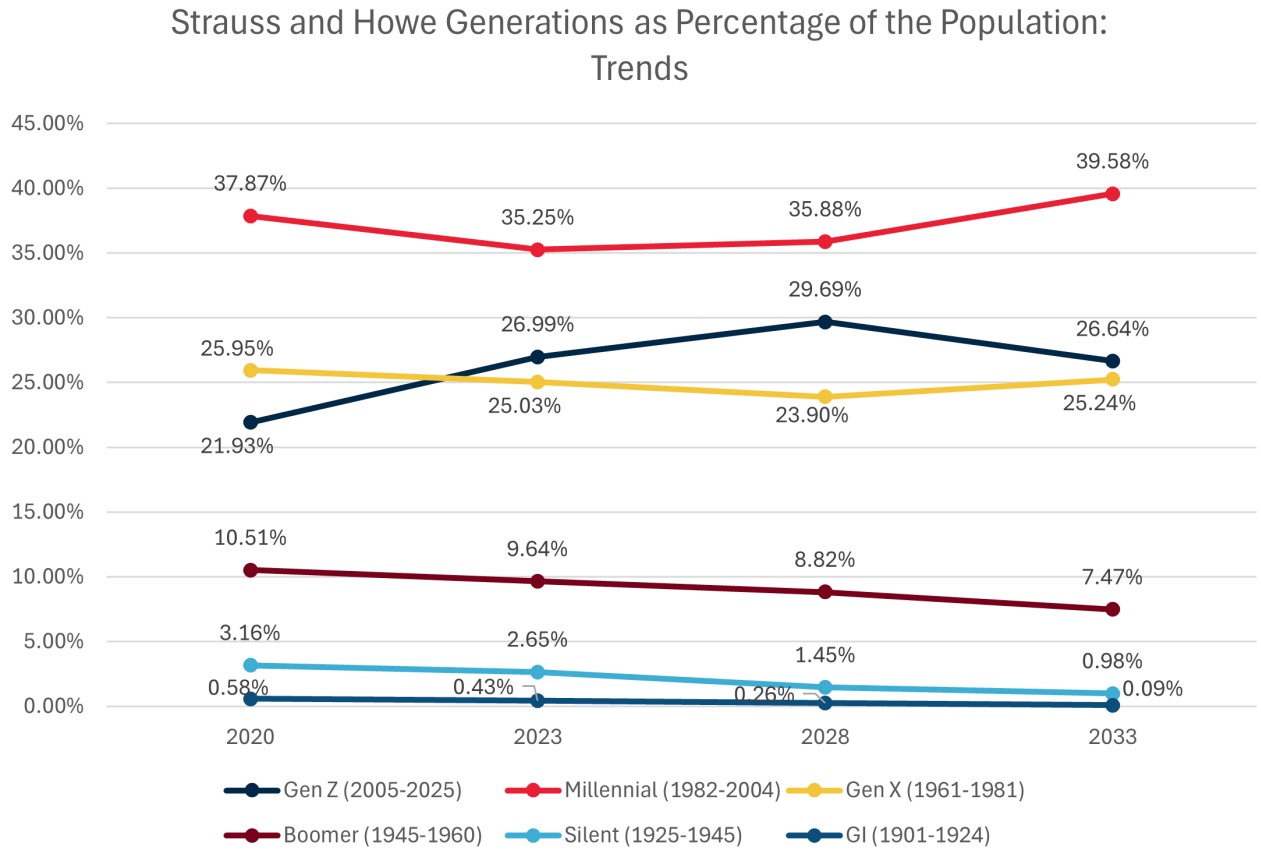
Demographic Trends

INSIGHT 9: Generations

A powerful way to envision demographics by following a generation through its phases of life. This approach provides insight into the shared experiences, values, and behaviors of each generational cohort. According to the Strauss and Howe model, members of a generation share: An age location in history, common beliefs and attitudes about culture, civic life, and family, and a perceived membership within their generation (e.g. Boomers, Gen X, Millennials).

In Irving ISD, Millennials and Generation Z represent the largest proportions of the population, while older generations continue to decline in relative size. These patterns illustrate the district's strong foundation of younger families and school-aged populations that will shape future enrollment trends.





05

Adequacy & Suitability

Irving Independent School District
Facilities Condition Assessment



Grace Design Studios

AMERESCO

BDA ACCESSIBILITY SERVICES

Adequacy & Suitability Rubric

Educational adequacy scores and suitability scores are both metrics used to assess K-12 campuses, but they focus on different aspects of the educational environment.

Adequacy Scores:

Focus: These scores evaluate whether a school's facilities, resources, and infrastructure are sufficient to support effective teaching and learning.

Components: Adequacy scores may consider factors like classroom size, building condition, access to technology, availability of instructional materials, safety standards, and compliance with educational regulations.

Purpose: The aim is to determine if the physical space and resources can meet the educational needs of students and staff, ensuring a conducive learning environment.

Suitability Scores:

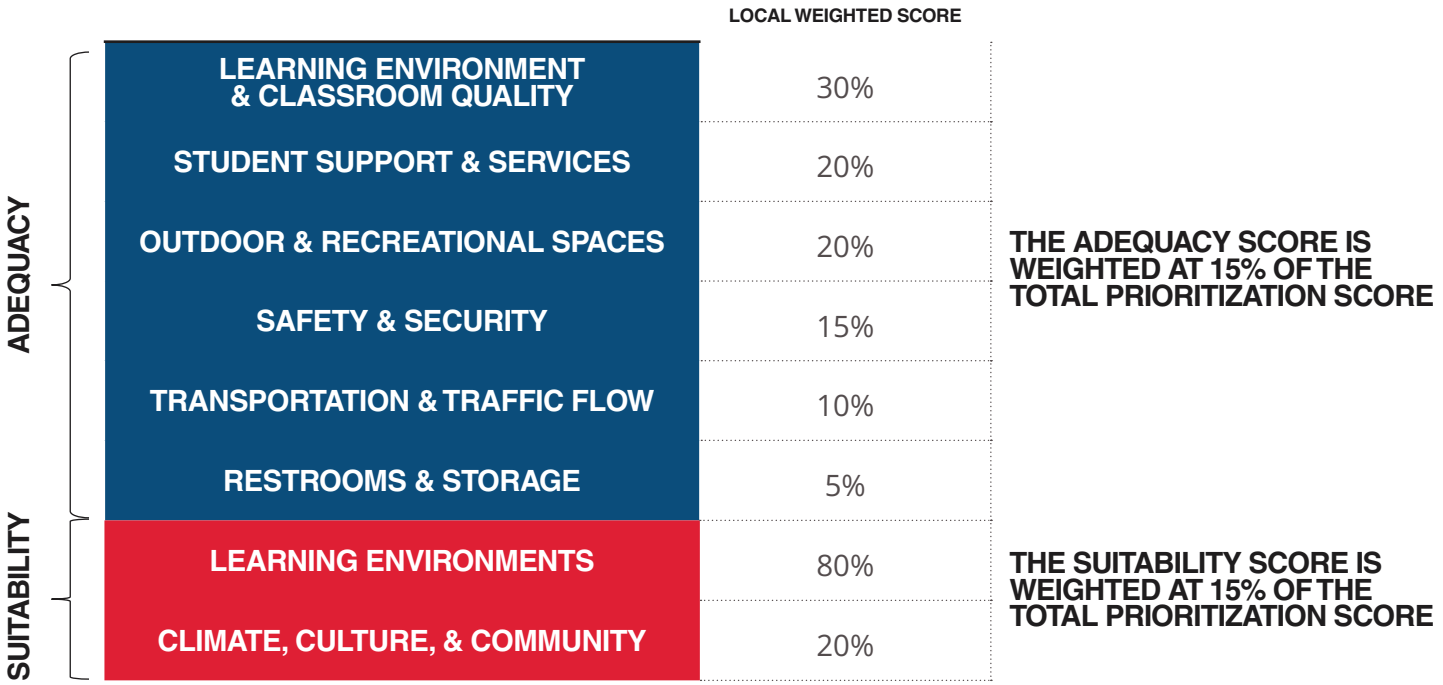
Focus: Suitability scores assess how well a school's facilities and environment align with the specific educational programs and pedagogical approaches implemented at the campus.

Components: This score can factor in the design of learning spaces, flexibility of classrooms, availability of specialized spaces (like science labs or art rooms), and how well the layout supports collaboration and modern teaching methods.

Purpose: The goal is to evaluate whether the existing infrastructure can adequately support the school's curriculum and instructional strategies, enhancing the overall educational experience for students.

In summary, while both scores are important for school assessments, educational adequacy focuses on the basic provisions and condition of facilities, while suitability evaluates how well these facilities meet specific educational needs and program requirements and are often more aspirational.

The below graphic represents the components evaluated for the Adequacy and Suitability Rubrics as well as the weighted score which was determined with assistance by IISD Administrative Leadership.



Adequacy Rubric

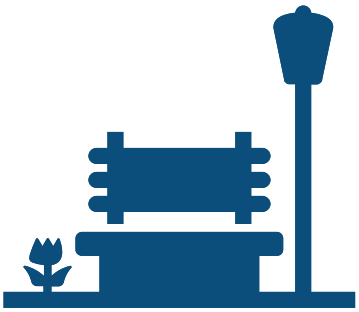
The rubric evaluates the adequacy of a facility based on TEA square footage guidelines, best practices for educational environments, safety, accessibility and traffic flow. Each category was scored from 1 (Exemplary) to 5 (Inadequate).



Learning Environments & Classroom Quality



Student Support & Services



Outdoor & Recreational Spaces



Safety & Security



Transportation & Traffic Flow



Restrooms & Storage

Adequacy Rubric

Learning Environments & Classroom Quality

CRITERIA	5 INADEQUATE	4 NEEDS IMPROVEMENT	3 ADEQUATE	2 STRONG	1 EXEMPLARY
Typical Classroom (Including ELL/ Bilingual (22))	Overcrowded; insufficient space OR Portable presence for classrooms	Does not meet TEA	Meets basic space requirements ES (L2): 900 SF Min. ES (L3-4): 1050 SF Min. MS/HS (L2): 800 SF Min. MS/HS (L3-4): 900 SF Min.	Spacious with flexible learning layouts (furniture); Indirect Natural Daylighting	Ideal space with furniture for collaboration & differentiated learning; direct natural daylighting and views
General Science Classroom (All Grade Levels)	Overcrowded; insufficient space OR Portable presence for classrooms	Does not meet TEA	Meets basic space requirements 800 SF	Spacious with flexible learning layouts (furniture); Indirect Natural Daylighting	Ideal space with furniture for collaboration & differentiated learning; direct natural daylighting and views
Combination Science Lab/ Classroom	Overcrowded; insufficient space	Separated Classrooms from Lab	Meets basic space requirements ES: 1,250 SF Min. MS/HS: 1,450 SF Min. Meets basic SF requirements including minimal requirements for horizontal lab space (150 LF) and classroom millwork (75 LF) & Adjacent to required prep room (250 SF) per combo lab/classroom (Note: Prep rooms can be combined b/w classrooms) & Lockable chemical storage room present & Combo eye wash/shower	Spacious with flexible learning layouts (furniture); Indirect Natural Daylighting	Ideal space with furniture for collaboration & differentiated learning; direct natural daylighting and views
Technology Adequacy (All Classrooms)	No technology access	Minimal devices; outdated infrastructure	Basic access to devices	1:1 Device ratio, integrated tech tools	Smart classrooms with cutting-edge interactive technology
Media Center	Overcrowded; insufficient space	Traditional environment	Meets basic space requirements (101-500 students: 1,400 SF plus 4 SF for each student in excess of 100) (501-2000 students: 3,000 SF plus 3 SF for each student in excess of 501)	Open, inviting, centrally located floor plan with -Instructional Technology Present -Indirect Natural Daylighting with window coverings -Flexible furniture, including stacks	-Multiple self checkout kiosks -Direct Natural Daylighting with window coverings

Adequacy Rubric

Learning Environments & Classroom Quality (Continued)

CRITERIA	5 INADEQUATE	4 NEEDS IMPROVEMENT	3 ADEQUATE	2 STRONG	1 EXEMPLARY
Visual Arts	No dedicated art spaces; programs held in standard classrooms without adequate facilities	Undersized or outdated art rooms; little to no student display space	General classrooms adapted for art; limited specialized equipment or storage; minimal display space	Dedicated art classrooms with some specialized features (sinks with solids interceptor, indirect natural light, storage) and designated display areas	Purpose-built art studios with direct natural light and views, sinks with solids interceptor, kilns (with adequate ventilation), and specialized storage; spacious display areas for student work throughout the school. Direct access to outdoor learning space
Performing Arts (Band, Choir, Orchestra, Theatre)	No dedicated music or performance spaces; programs held in multipurpose rooms or standard classrooms	Inadequate or undersized spaces; no dedicated performance or rehearsal areas; storage lacking	General classrooms adapted for music/ drama; limited storage; stage present but minimally equipped	Dedicated music and performance spaces with some acoustic treatment, storage, and stage access. Practice rooms are present and shared.	Acoustically engineered spaces for band, choir, and orchestra with proper instrument storage; theater or black box with lighting/sound; performance stage Dedicated practice rooms are present by program
Auditorium (HS only)	No auditorium or large-capacity performance facility on campus	Multipurpose performance space adapted for large audiences, but inadequate for acoustics, accessibility, or community use	Auditorium space present but undersized (<1,500 seats); basic lighting/ sound; box office limited or absent	Large auditorium with adequate seating (1,500–2,000), functional lighting/ sound, box office and lobby space present, but limited backstage or accessibility features.	Full-scale auditorium with ~2,000 seats, excellent acoustics, modern lighting/ sound systems, accessible seating throughout, backstage support (dressing rooms, storage), integrated box office and lobby for community events.

Adequacy Rubric

Student Support & Services

CRITERIA	5 INADEQUATE	4 NEEDS IMPROVEMENT	3 ADEQUATE	2 STRONG	1 EXEMPLARY
SPED Classrooms (1-11 Students max.)	No dedicated special education classrooms; no accessible restrooms, changing tables, or storage for equipment.	Small classrooms with little storage; shared restrooms located far from classrooms; minimal accommodations for sensory or physical needs.	Meets basic needs (45 SF per student) Standard classroom size (900 - 1050); limited storage; restrooms accessible but not always nearby; changing tables only in a few locations. Cameras and Strobe lights present	Adequate classroom size (1200 sf) with some storage; nearby restroom and changing table access; some sensory accommodations.	Classrooms are spacious and flexible, with abundant storage for specialized equipment; restrooms and changing tables are directly accessible within to classrooms; sensory and quiet spaces are integrated. Circadian lighting present
Nurse & Health Services	No nurse or proper space	Small or inadequate space for health office	Health office exists with adequate space	Well-equipped space ideally located	Comprehensive health center with additional student wellness support
Student Dining (ES & MS only)	Dining space is undersized or unwelcoming, with no usable performance stage	Cafeteria and stage are separate or poorly integrated; space feels outdated and not designed for multipurpose use.	Dining area has a stage, but performance use is limited by size, acoustics, or layout. Instructional technology present. Meets basic needs (15 SF per student) / # of lunch periods (ES - 2; MS - 3)	Dining area includes a usable stage and adequate lighting/ sound; flexible layouts allow for both eating and small performances. Adjacent Restrooms. Instructional Technology Present	Dining spaces are spacious, bright, and flexible, with a well-designed stage for performances. Acoustics, lighting, and seating layouts support both meals and events. May include operable walls to compartmentalize dining into smaller collab spaces w/ instructional technology capability
Student Dining (HS only)	Overcrowded / Insufficient Space	Space sufficient with additional lunch periods considered	Meets basic needs (15 SF per student) / 4 of lunch periods Instructional technology present	Meets basic SF AND offers direct adjacency to outdoor dining. Adjacent Restrooms. Instructional Technology Present	Meets /exceeds min. SF; adjacent to outdoor space; easy access for community use after hours. May include operable walls to compartmentalize dining into smaller collab spaces w/ instructional technology capability

Adequacy Rubric

Outdoor & Recreational Spaces

CRITERIA	5 INADEQUATE	4 NEEDS IMPROVEMENT	3 ADEQUATE	2 STRONG	1 EXEMPLARY
Playgrounds	No functional playground	Outdated or unsafe equipment	Meets safety standards and age appropriate; Pre-K and K have fenced playground	Modern, well–maintained play areas	Exceptional facilities promoting movement & creativity
Outdoor Learning and Common Areas	No outdoor learning spaces	Minimal outdoor integration	Some spaces but not well utilized	Purposeful and shaded outdoor learning spaces with space for student relaxation and activities	High utilized, well-designed outdoor classrooms & gardens fostering social interaction
Athletic Facilities (MS & HS only)	No adequate outdoor athletic facilities; teams rely on off-site or community fields.	Limited outdoor facilities, serving only some sports; spectator areas, restrooms, or lighting are inadequate or missing.	Outdoor facilities available but undersized or outdated (e.g., worn turf, poor lighting, limited spectator areas); amenities (restrooms/ concessions) functional but minimal.	Multiple outdoor sports facilities present (stadium, track, and some fields/courts); adequate seating, lighting, and amenities; minor gaps in quality or accessibility.	Comprehensive outdoor facilities: competition-quality football/soccer stadium with bleachers and press box, track and field amenities, baseball/softball fields, tennis courts, and multi-purpose practice fields. Lighting, scoreboards, restrooms, concessions, and ADA accessibility are fully provided. Surfaces are modern and well-maintained (turf/track).
Gymnasiums (ES only)	No dedicated gym/PE space; activities held in classrooms, outdoors only, or in undersized multipurpose rooms.	Minimal indoor PE space; poor lighting or flooring; not suitable for large gatherings.	3000 SF Min. ; Limited storage; doubles as cafeteria without proper separation or design for multiple uses.	Gym space adequate for PE and some assemblies; storage provided; may also serve as cafeteria or stage area.	Appropriately sized gym for PE and school-wide gatherings, with safe flooring, good lighting, sound, and climate control. Space doubles effectively for dining/performances if needed. Storage for PE equipment is ample and accessible.
Gymnasiums (MS & HS only)	No dedicated gymnasium; PE and sports held in multipurpose or undersized spaces.	Small or outdated gym; poor lighting or ventilation; inadequate seating; storage lacking.	Basic SF: MS: 4,800 SF Min. HS: 7,500 SF Min. Competition gym with basic bleachers; locker rooms or storage undersized; limited ability to host major events	Competition gym with adequate seating and equipment; locker rooms and storage included but may be limited in size or features.	Full-size competition gym with multiple courts, spectator seating (bleachers), scoreboards, locker rooms, athletic storage/laundry facilities, quality lighting, sound, and climate control. ADA accessible, acoustically treated, and designed for both athletics and school/ community events.

Adequacy Rubric

Outdoor & Recreational Spaces (Continued)

CRITERIA	5 INADEQUATE	4 NEEDS IMPROVEMENT	3 ADEQUATE	2 STRONG	1 EXEMPLARY
Field House (MS & HS only)	No field house or facility dedicated to athletics; teams rely on portables	Outdated or minimal facility; locker rooms poorly maintained or inadequate; insufficient storage or training areas; limited to football or one sport.	Field house present but undersized; locker rooms shared or crowded; limited training space and storage; only partially supports all sports.	Field house with locker rooms and training space for most sports; adequate storage and meeting space; supports multiple programs but limited in size or amenities.	Large, modern field house with locker rooms for multiple sports, training/ weight rooms, athletic trainer facilities, ample storage, laundry, meeting rooms, and restrooms. Supports JROTC, football and multiple other sports. Spaces are well-ventilated, ADA accessible, and community-use ready.

Safety & Security

CRITERIA	5 INADEQUATE	4 NEEDS IMPROVEMENT	3 ADEQUATE	2 STRONG	1 EXEMPLARY
Secure Entry	No secure entry: doors remain open	Entry exists but lacks controlled access; secured reception area is not directly adjacent to main entry	Secured reception is directly adjacently to main entry to school with controlled access from reception to campus	Secure vestibule with staff monitoring	Fully controlled entry with electronic access and visitor management
Surveillance & Supervision	No cameras or staff monitoring	Some areas have visibility issues	Cameras/staff monitor main areas; Meets state requirements for perimeter fencing, ballistic glazing/ film at exterior doors and adjacent windows, door tags present	Full building coverage with monitoring	Comprehensive system with real-time monitoring & quick response
Storm Shelter	No dedicated storm shelter or reinforced safe area; students rely on interior hallways not designed for protection	Storm shelter unable to accommodate entire school population	Partial shelter capacity (only certain grade levels or wings covered); not fully reinforced or code-compliant for current enrollment	Partial shelter capacity (only certain grade levels or wings covered); not fully reinforced or code-compliant for current enrollment.	Code-compliant storm shelter designed as a dual-use space (gym, cafeteria, music room, or hallway pods). Provides safe capacity for all students/ staff, with reinforced structure, ventilation, restrooms, and emergency supplies. Easily accessible from classrooms within required travel distance.

Adequacy Rubric

Transportation & Traffic Flow

CRITERIA	5 INADEQUATE	4 NEEDS IMPROVEMENT	3 ADEQUATE	2 STRONG	1 EXEMPLARY
Pick-Up / Drop-off Safety	No designated system, chaotic	Inefficient, unsafe traffic patterns	Functional but room for improvement	Safe, efficient with clear signage	Exceptionally well-organized, separate bus & car zones
Wayfinding & Signage	Confusing or no signage	Basic but lacks clarity	Meets minimum needs	Well-marked pathways & directions	Comprehensive signage system supporting visitors & students

Restrooms & Storage

CRITERIA	5 INADEQUATE	4 NEEDS IMPROVEMENT	3 ADEQUATE	2 STRONG	1 EXEMPLARY
Restroom & Hygiene Facilities	Insufficient or outdated	Limited access or poorly maintained	Meets student needs	Clean, updated, easily accessible	Exemplary facilities with hygiene support
Storage & Organization	No dedicated storage space for textbooks/ technology; deliveries go through front or side doors with no loading access.	Inadequate storage, overcrowded or shared with other functions; no climate control; deliveries difficult to manage.	Min. SF: ES = 500 SF MS= 750 SF HS = 1,000 SF Limited storage rooms that are functional but undersized; deliveries managed through general entrances with no dedicated loading dock.	Adequate storage with secure shelving and designated tech/ textbook areas; pallet unloading available but not directly connected to storage.	Large, well-organized storage areas for textbooks and technology with secure access, shelving, climate control, and direct pallet unloading/loading dock access. Space supports efficient distribution across campus.

Suitability Rubric

The rubric evaluates the suitability of a facility based on how the campus learning environment aligned with specific educational programs and pedagogical approaches in terms of technology integration, collaboration and flexibility, career readiness, specialized learning spaces, competitiveness in the school marketplace, shared spaces, and support spaces such as administration and counseling. Each category was scored from 1 (Exemplary) to 5 (Inadequate).



Learning Environments



Climate, Culture, & Community

Suitability Rubric

Learning Environments

CRITERIA	5 INADEQUATE	4 NEEDS IMPROVEMENT	3 ADEQUATE	2 STRONG	1 EXEMPLARY
Technology Integration	Inconsistent or no Wi-Fi access/ bandwidth	Basic Wi-Fi access/ bandwidth with regular outages or disruptions	Average Wi-Fi access	Wi-Fi predominant across most areas, access to wired internet outlets, some specialized labs (robotics, computer)	Wi-Fi everywhere, ample charging, interactive displays, and dedicated makerspaces/AI labs. Strong Wi-Fi bandwidth across in all school areas
English Language Development	No built environment features to support English learners	English-only signage, minimal visible supports	Limited multilingual signage, occasional visuals	Multilingual signage in key areas, some classroom supports for vocabulary	Multilingual signage throughout, classrooms with writable walls, and visual symbols integrated into wayfinding
Collaboration & Flexibility	No flexible or collaborative design features	Mostly fixed layouts with only occasional flexibility	Some flexible furniture and writable walls	Many classrooms and commons with flexible setups and breakout spaces	Campus designed with operable walls, breakout rooms, flexible commons, and mobile furniture
Career Readiness	No dedicated career readiness facilities	Minimal CTE/STEAM space with dated equipment	Some specialized labs but limited in number or outdated	Multiple specialized labs with modern equipment and utilities	Full range of CTE/STEAM facilities with industry-grade equipment and flexible layouts
Specialized Learning Spaces	No innovation or design-focused spaces	Limited creative/ maker spaces, outdated tools	General labs adapted for innovation but not purpose-built	Maker or prototyping spaces with moderate tools	Maker/innovation labs with advanced tools, writable walls, studio classrooms, and showcase areas

Climate, Culture, & Community

CRITERIA	5 INADEQUATE	4 NEEDS IMPROVEMENT	3 ADEQUATE	2 STRONG	1 EXEMPLARY
Competitive in School Marketplace	No signature spaces, branding, or modern facilities	Limited marketing or outdated facilities	Some signature spaces and branding, but inconsistent	Program spaces highlighted, branding visible across campus	Modern, well-maintained facilities with signature program spaces and visible branding
Shared Spaces	No community, or teacher support spaces	Undersized or poorly located lounges/ professional spaces	Few community/ teacher spaces. May be shared or not appropriate for adult learning	Some gathering areas, and basic teacher lounge space	Multipurpose gathering spaces, parent/community rooms, welcoming teacher lounges, and dedicated professional learning spaces; after-hours community access
Administrative & Counseling Spaces	Administrative and counseling functions not designed to be accessible or supportive	Offices/counseling areas undersized, hard to access, or hidden from student flow	Main office centralized; limited but functional counseling areas	Offices include some decentralized spaces; counseling rooms visible and student-friendly	Decentralized offices and counseling areas located near student learning zones; welcoming and accessible design

06

Campus Prioritization

Irving Independent School District
Facilities Condition Assessment



Grace Design Studios

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BDA ACCESSIBILITY SERVICES

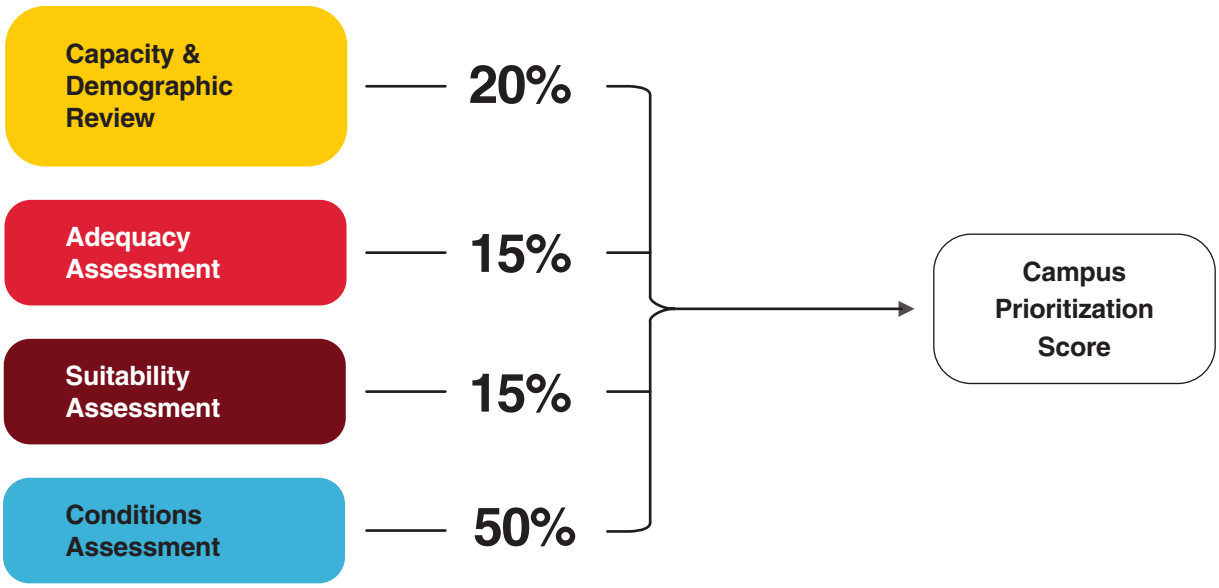
Adequacy & Suitability Rubric

The below weighting was used to ensure emphasis was placed on the appropriate district priorities.

		WEIGHTED SCORE
ADEQUACY	LEARNING ENVIRONMENT & CLASSROOM QUALITY	30%
	STUDENT SUPPORT & SERVICES	20%
	OUTDOOR & RECREATIONAL SPACES	20%
	SAFETY & SECURITY	15%
	TRANSPORTATION & TRAFFIC FLOW	10%
	RESTROOMS & STORAGE	5%
SUITABILITY	LEARNING ENVIRONMENTS	80%
	CLIMATE, CULTURE, & COMMUNITY	20%

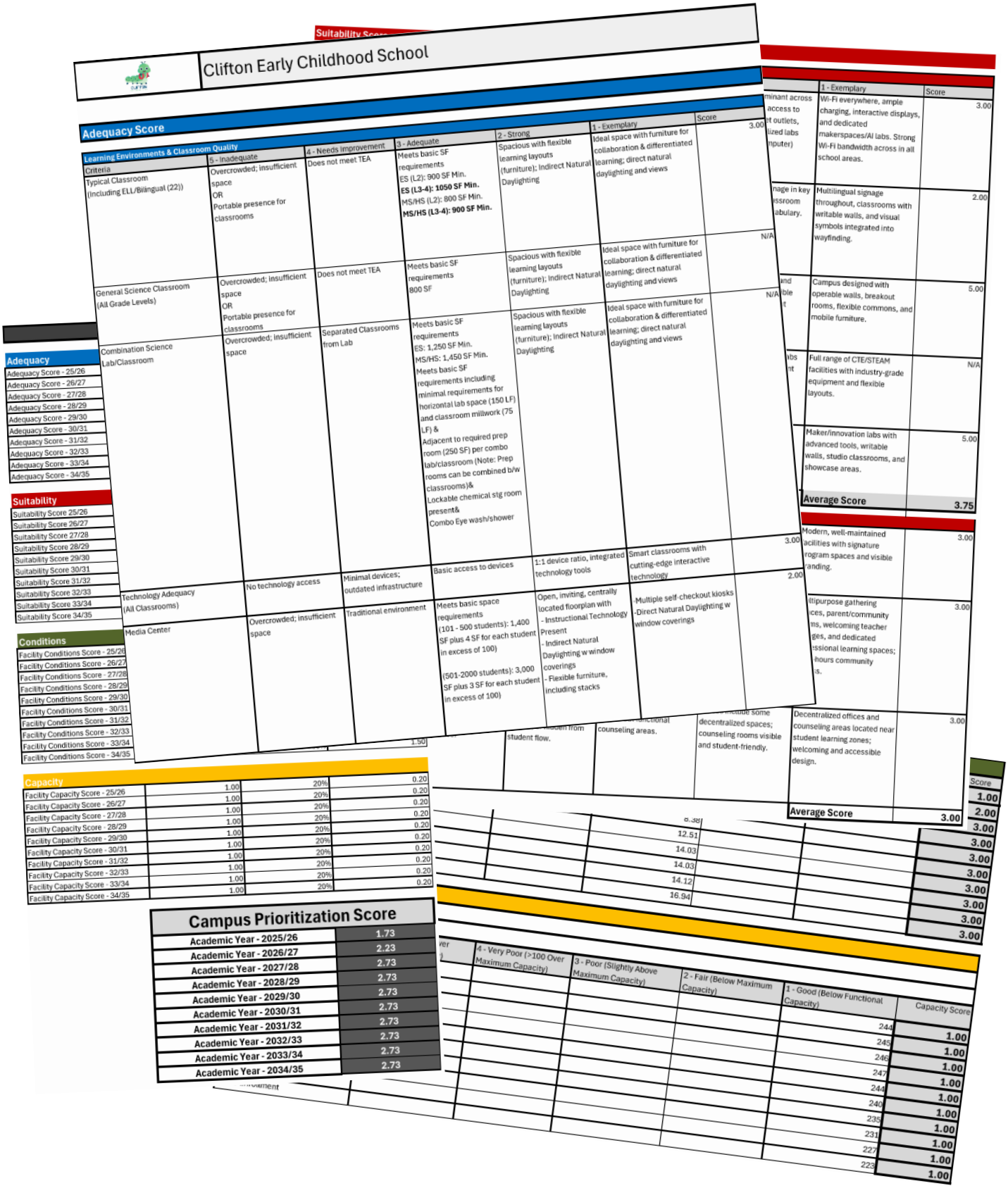
Prioritization Modeling

A prioritization model allows the district to customize the variable emphasis of each type of action and provide a priority score for each asset. This allows the district to weigh this score in project decision making.



Campus Scoring

Using a rubric that incorporates the demographics, conditions, suitability and adequacy, each campus can be assessed and scored.



Campus Prioritization

Using the prioritization model established, each campus was analyzed against the adequacy and suitability rubric. The conditions data and enrollment projections were combined with the appropriate weighting. The result is a table that shows visually which campus has the highest need and at what time.

<1	Good
1-2	Fair
2-3	Poor
3-4	Very Poor
>4	Urgent

Campus Name	25/26	26/27	27/28	28/29	29/30	30/31	31/32	32/33	33/34	34/35
District 1										
No campuses assessed										
District 2										
Clifton ECS	1.73	2.23	2.73	2.73	2.73	2.73	2.73	2.73	2.73	2.73
Lee ES	3.36	3.36	3.86	3.86	3.86	3.86	3.86	3.86	3.86	3.86
Townsell ES	2.28	2.28	2.28	2.78	2.78	3.28	3.28	3.28	3.28	3.28
Houston MS	2.28	2.28	2.28	2.28	2.78	3.28	3.28	3.28	3.28	3.28
MacArthur HS	2.33	2.33	2.33	2.83	2.83	2.83	2.83	3.33	3.33	3.33
Singley Academy	2.10	2.10	2.90	2.90	2.90	3.40	3.40	3.40	3.40	3.40
District 3										
Brandenburg ES	2.85	2.85	2.65	2.65	3.15	3.15	3.15	3.15	3.15	3.15
Hanes ES	2.90	2.90	3.40	3.40	3.40	3.90	3.90	3.90	3.90	3.90
Johnston ES	3.80	3.80	3.80	3.80	3.80	3.80	3.80	3.80	3.80	3.80
Lively ES	3.24	3.24	3.24	3.24	3.24	3.24	3.24	3.24	3.24	3.24
Travis MS	2.77	2.77	2.77	2.77	2.77	3.27	3.27	3.27	3.27	3.27
District 4										
Thomas Haley ES	3.26	3.26	3.26	3.76	3.76	3.76	3.76	3.76	3.76	3.76
District 5										
Brown ES	3.15	3.65	3.65	3.65	3.65	3.65	3.45	3.95	3.95	3.95
Davis ES	3.79	3.79	3.79	3.79	3.99	3.99	3.99	3.99	3.79	3.79
Stipes ES	2.25	2.25	2.25	2.75	2.75	2.75	2.75	2.75	2.75	2.75
Johnson MS	1.58	1.58	1.58	1.58	1.58	1.58	1.58	2.08	2.08	2.08
Lamar MS	2.78	2.78	2.78	2.78	2.78	3.28	3.28	3.28	3.28	3.28
District 6										
Pierce ECS	1.60	1.60	1.60	1.60	2.10	2.10	2.10	2.10	2.10	2.60
Gilbert ES	1.77	2.27	2.27	2.27	2.27	2.77	2.77	2.77	3.27	3.27
Good ES	3.29	3.29	3.29	3.29	3.29	3.79	3.79	3.79	3.79	3.79
John Haley ES	2.83	3.33	3.33	3.33	3.33	3.33	3.33	3.33	3.33	3.83
Keyes ES	2.77	2.77	3.27	3.27	3.27	3.27	3.27	3.77	3.77	3.77
Austin MS	2.84	2.84	2.84	2.84	2.84	3.34	3.34	3.34	3.34	3.34
de Zavala MS	2.05	2.05	2.55	2.55	2.55	2.55	2.55	3.05	3.05	3.05
Irving HS	1.65	2.15	2.15	2.65	2.65	2.65	2.65	3.15	3.15	3.15
Barbara Cardwell Career Prep Center	1.78	2.28	2.28	2.28	2.28	3.28	3.28	3.28	3.28	3.28
District 7										
Kinkeade ECS	2.10	2.10	2.10	2.10	2.60	2.60	2.60	2.60	2.60	2.60
Schulze ES	3.31	3.51	3.51	3.51	3.51	4.01	4.01	4.01	3.81	3.81
Townley ES	2.83	3.33	3.33	3.33	3.33	3.33	3.33	3.33	3.33	3.83
Bowie MS	2.81	2.81	2.81	2.81	2.81	3.31	3.31	3.31	3.31	3.31
Nimitz HS	2.64	2.44	2.44	2.94	2.94	2.94	2.94	2.94	2.94	2.94
Ellis Stadium	2.79	2.79	2.79	2.79	2.79	3.29	3.29	3.29	3.29	3.29
Ratteree Career Center	2.29	2.29	3.09	3.09	3.09	3.09	3.59	3.59	3.59	3.59
Secondary Reassignment Center	2.47	2.47	2.97	2.97	2.97	3.47	3.47	3.97	3.97	3.97

Geographic Capacity

The below is a map of the district that illustrates the number of students under or over functional capacity each school will have per the enrollment projections in the 2034/2035 academic school year.

District 4

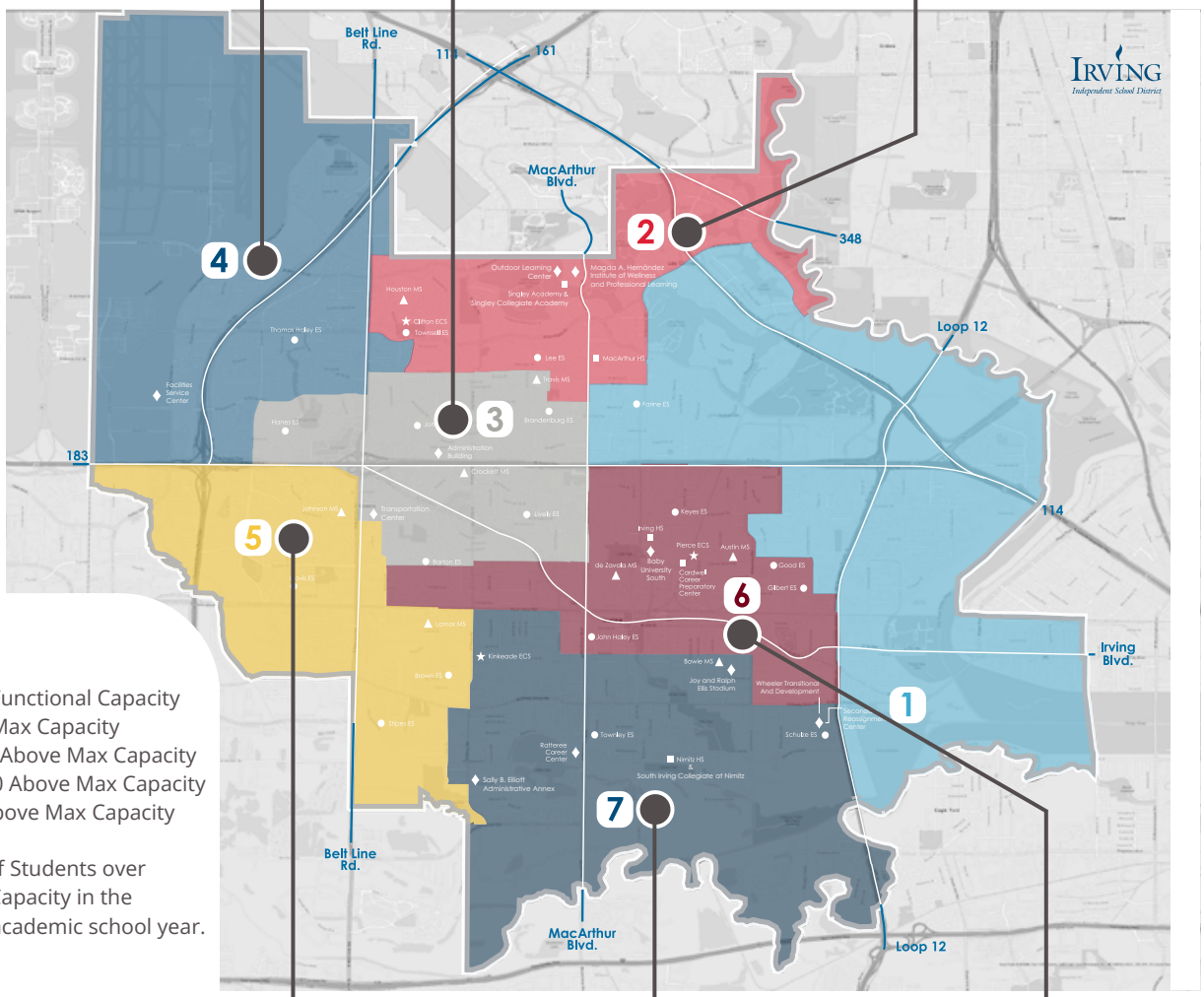
- Thomas Haley Elementary School (-206*)

District 3

- Brandenburg Elementary School (-105*)
- Hanes Elementary School (-201*)
- Johnston Elementary School (-321*)
- Lively Elementary School (-189*)
- Travis Middle School (-101*)

District 2

- Clifton Early Childhood School (-256*)
- Lee Elementary School (-270*)
- Townsell Elementary School (-293*)
- Houston Middle School (-686*)
- MacArthur High School (-201*)
- Singley Academy (+202*)



Below Functional Capacity
Below Max Capacity
Slightly Above Max Capacity
100-200 Above Max Capacity
>200 Above Max Capacity

* Number of Students over Functional Capacity in the 2034/2035 academic school year.

District 5

- Brown Elementary School (-46*)
- Davis Elementary School (-23*)
- Stipes Haley Elementary School (-173*)
- Johnson Middle School (-184*)
- Lamar Middle School (-235*)

District 7

- Kinkeade Early Childhood School (-216*)
- Schulze Elementary School (-20*)
- Townley Elementary School (-216*)
- Bowie Middle School (-341*)
- Nimitz High School (+37*)
- Ellis Stadium
- Ratteree Career Dev. Center
- Secondary Reassignment Center

District 6

- Pierce Early Childhood School (-273*)
- Gilbert Elementary School (-365*)
- Good Elementary School (-256*)
- John Haley Elementary School (-272*)
- Keyes Elementary School (-276*)
- Austin Middle School (-428*)
- De Zavala Middle School (-285*)
- Irving High School (-238*)
- Cardwell Career Prep. Center (-298*)



07

District Enhancements

Irving Independent School District
Facilities Condition Assessment



Grace Design Studios

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BDA ACCESSIBILITY SERVICES

District Enhancements

Projects on each campus have been identified that would improve either the adequacy and/or suitability of the respective campus. Some of these are overarching and would be a typical recommendation across all the campuses assessed. Others are specific to the needs of a campus. Examples of projects that are typical throughout are:

- **Secured Perimeter Fencing**
- **Traffic Flow**
- **Wayfinding**
- **Adaptable Learning Environments**
- **Furniture Refresh Continuation**
- **Right-Size Classrooms**
- **Dedicated Science Classroom and Prep Room**
- **Remove Classrooms Kitchens at ECS and ES Campuses**
- **Dedicated STEM/STEAM Lab at Elementary Schools**
- **Multi-Use Spaces**
- **Activated Corridors**
- **Paint and Flooring Refresh**
- **Outdoor Learning Environments**
- **Athletic Facilities**

Secured Perimeter Fencing

Currently, most campuses assessed do no meet the Texas Administration Code (TAC) rule for perimeter fencing per 19 TAC §61.1031, which establishes minimum safety standards for K-12 instructional facilities in Texas. Specific fencing requirements for exterior secured areas include a fence or wall at least 6 feet high with anti-scaling features, or a fence or wall at least 8 feet high. Gates must be locked, have emergency egress hardware, and prevent exterior opening without a key or combination. The fencing must also be well-maintained. While a perimeter fence is not required for all areas of every campus, any area designated as an “exterior secured area” must comply with these standards to allow for operational flexibility while maintaining security.

Most of the sites assessed have some level of perimeter fencing or secured playgrounds, but they do not meet the TAC rule. Considerations should also be given where students transition between buildings and are outside of a secure perimeter. The recommendation is that all sites assessed be updated to meet the TAC rule for perimeter fencing per 19 TAC §61.1031.



Thomas Haley ES



Aspirational

Traffic Flow

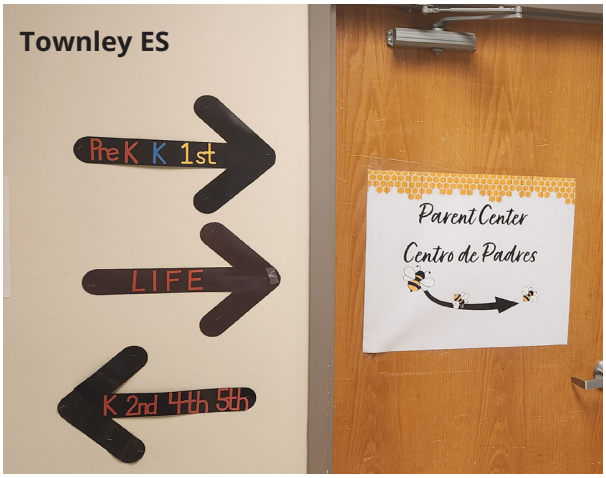
Traffic flow best practices focus on reducing congestion and minimizing safety risks. Industry standards include separated access for bus and staff parking, visitor parking, and student pick-up and drop-off. This separation and dedicated use ensures an efficient and safe navigation of the site during peak traffic times. In addition, clearly marked visitor spaces and directional signs ensure that those who are coming to the campus for the first time know where to go. Additional signage to help with managing student drop-off and pick-up is needed to add clarity of procedures to ensure student safety.





Wayfinding

Wayfinding refers to the design of signage, visual cues, and spatial organization that help students, staff, and visitors navigate a school campus efficiently and intuitively, both interior and exterior. A well-planned wayfinding system enhances accessibility, safety, and engagement while reinforcing school identity and culture.





Adaptable Learning Environments

Most classrooms assessed still adhere to a traditional, static design used for a single instructional purpose, which often inhibits dynamic teaching methods and collaborative activities inherent in modern, student-centered learning pedagogies.

To align with current educational trends that emphasize personalized, project-based, and collaborative learning models, it is recommended to create flexible, multi-purpose learning environments.

Key design strategies should focus on thoughtful layouts that can be easily reconfigured to support diverse instructional formats:

- Whole-group instruction
- Small-group collaboration (using “huddle spaces” or mobile tables)
- Independent work (through designated quiet zones or individual focus areas)
- Activate corridors



De Zavala MS


Aspirational

Furniture Refresh Continuation

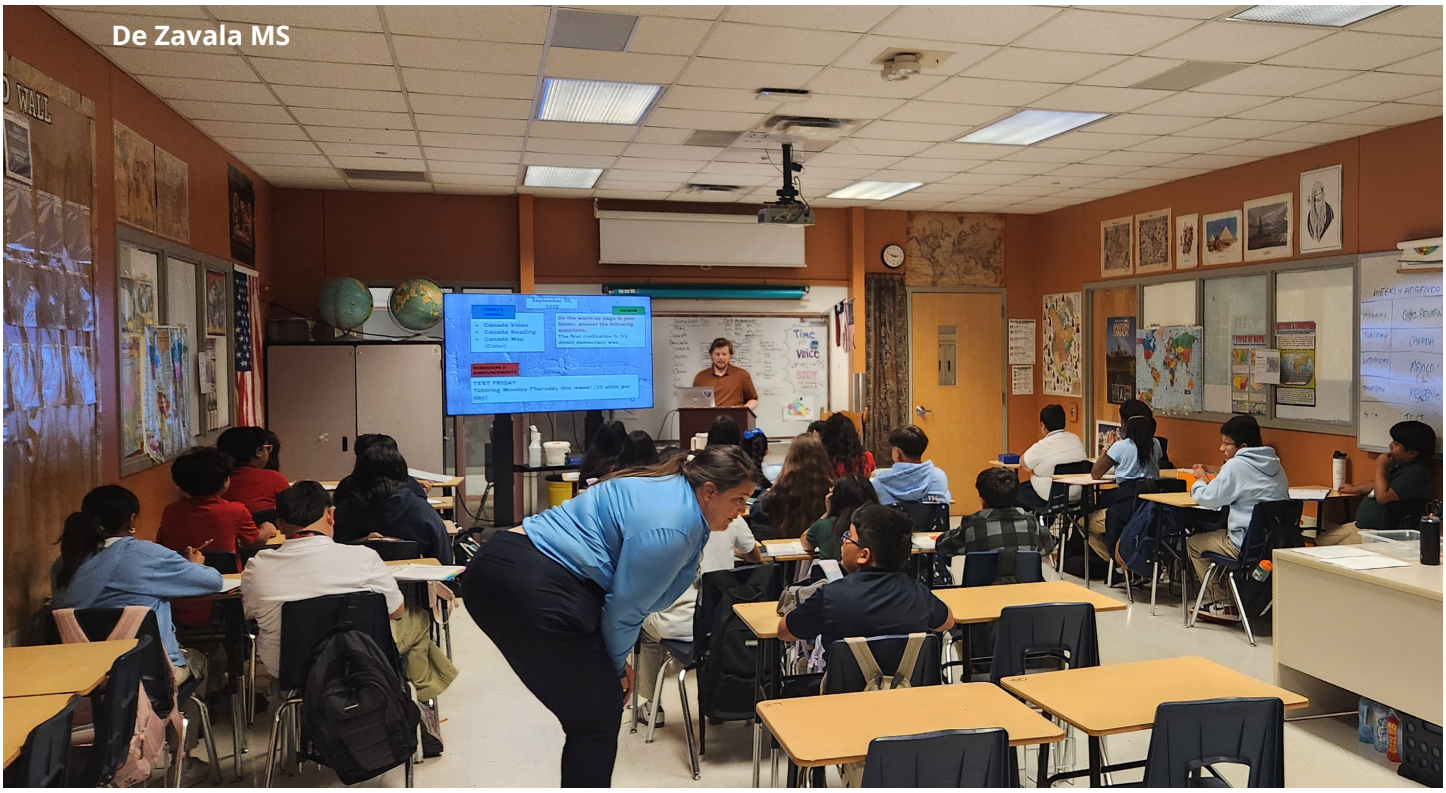
Currently, limited grade levels and subject areas across the district have been refreshed. It is recommended to continue furniture refreshes for all grades and instructional spaces and to consider flexible furnishings, soft v that supports movement, and various heights of seating, desks, and tables. Flexible furnishings refer to adaptable, modular, and movable furniture designed to support dynamic, student-centered learning environments. These furnishings allow for easy reconfiguration of spaces to accommodate various teaching styles, learning activities, and collaboration needs.


Clifton ECS


Austin MS

Right-Size Classrooms

Many campuses have classrooms that do not meet the required square footages based on 25 students per classroom per TAC 61.1040. A major renovation of 50% or more of the campus will require classrooms to be brought up to meet TAC 61.1040. This does not mean that classrooms need to be right sized to accommodate the desired capacity of 25 students per classroom; however, by not right sizing classrooms to the updated square footage per TAC will mean occupancies per classroom may be less than 25 students. Therefore, overall campus capacities should be reviewed to determine if a building addition(s) would be needed to accommodate student enrollment projections versus heavy renovations to potentially right size classrooms.


De Zavala MS

Dedicated Science Classroom and Prep Room

Many campuses do not have dedicated combination Science Classrooms/Labs. A major renovation of 50% or more of the campus will require the district to provide dedicated combination science classrooms/labs to meet TAC 61.1040 requirements. The required square footage for 25 students is 1,250 SF min. for elementary schools and 1,450 SF min. for middle and high schools. In addition, each combination Science Classroom/Lab must meet the following:

- Minimal requirements for horizontal lab space (150 LF) and classroom millwork (75 LF)
- Adjacency to required prep room (250 SF) per combo lab/classroom (Note: Prep rooms can be combined b/w classrooms but each combo lab/classroom requires 250 SF each)
- Lockable chemical storage room present
- A combo eye wash/shower must be present

Ideally, at elementary schools, the combo science classroom/lab should be located near 5th and 6th grade classrooms but can be located anywhere within the campus that space allows.


MacArthur HS


Aspirational

Remove Classroom Kitchens at ECS and ES Campuses

Several existing classrooms located at the Early Childhood Schools and in some elementary schools (predominately those originally designated for Pre K or K), contain kitchenettes or built-in millwork with stoves and ovens. Our recommendation is to remove kitchen appliances in these areas and rework the space as needed for better supervision and reduced safety concerns. Where exterior doors exist in the kitchenettes, remove exterior doors for enhanced security, if not required for exiting.


Thomas Haley ES


Clifton ECS

Dedicated STEM/STEAM Lab at Elementary Schools

STEM/STEAM rooms in elementary schools are vital for fostering 21st-century skills, moving beyond rote learning to build creativity, critical thinking, collaboration, and communication (the 4 C's) through hands-on, project-based activities. These spaces provide a holistic, integrated learning environment where students apply science, tech, engineering, arts, and math to solve real-world problems, boosting innovation, building resilience, increasing inclusivity, and preparing them for future careers by making learning more engaging and relevant. Currently, most campuses do not have a dedicated STEM/STEAM Room.


Gilbert ES


Houston MS

Multi-Use Spaces

Opportunities for staff, families, and community members to engage on campus are often restricted to conventional, static areas like cafeterias or standard multipurpose rooms. These spaces are typically not designed with the functional flexibility required for the dynamic collaboration and partnership activities central to a vibrant school ecosystem. To foster a more inclusive and engaged school community, it is recommended to create welcoming, dedicated multi-use spaces, that support a variety of functions. These versatile hubs should be strategically located near the main entry to promote accessibility and connection.

These next-generation learning environments can transform how the campus is used, serving simultaneously as:

- Professional Learning Labs: Dynamic spaces for teacher training and collaboration that move beyond traditional lecture setups.
- Family Resource Centers: Welcoming zones for parent meetings, volunteer coordination, and accessing essential information.
- Community Partnership Hubs: Shared-use rooms designed to host local non-profit meetings, after-school programs, or public forums.

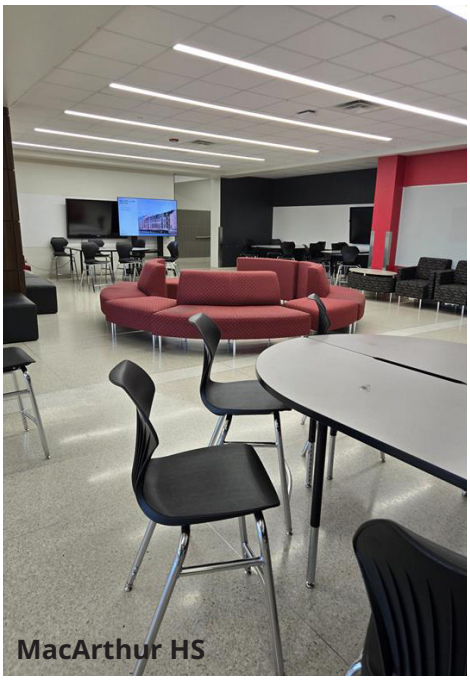
Designed with flexible, modular furniture and a hospitality-focused aesthetic, these spaces are intended to be quickly reconfigured. They could transition seamlessly from a large workshop setup to small, intimate discussion circles, or a presentation theater, ensuring the space is a true asset for all stakeholders and remains relevant as community needs evolve.


Austin MS


Aspirational

Activated Corridors

Activated corridors are designed to extend learning, creativity, and collaboration beyond the classroom by turning school corridors into interactive, functional, and engaging spaces. Instead of being just transition areas for circulation or accessing lockers, activated corridors encourage student engagement, movement, and informal learning throughout the school day.



MacArthur HS



Aspirational

Paint and Flooring Refresh

Refreshing paint and flooring can significantly improve the learning atmosphere, aesthetics, and functionality of a school. These updates contribute to a welcoming, clean, and engaging environment that promotes student focus, well-being, and school pride. A refreshed school with modern paint and flooring fosters student engagement, comfort, and school spirit - making it a better place to learn and grow.



Aspirational

Outdoor Learning Environments

Currently, some campuses assessed identified outdoor learning spaces, but they are underutilized or in need of maintenance. Outdoor learning spaces are designated areas outside traditional classroom settings where students can engage in educational activities, fostering hands-on learning, collaboration, and connection with nature. These spaces can vary in design and function, providing flexible environments for various subjects and teaching styles. Outdoor learning spaces are designed for diverse subjects like science, art, environmental studies, CTE, and physical education. It is recommended to identify potential outdoor learning spaces on each campus and to install shade structures or trees and various seating options to encourage small to large group learning. Wi-Fi connectivity to these areas would also be highly beneficial.


Thomas Haley ES


Aspirational

Athletic Facilities (MS and HS)

Many athletic facilities assessed are outdated and many are not equipped to support multiple sports or equitable access for both male and female athletes. Consider developing a modern, multi-sport field house designed to serve both boys' and girls' athletic programs equitably. Facilities should include flexible indoor training areas, adequate locker and support spaces, durable finishes, and technology integration for performance and safety. Outdoor athletic spaces should complement the field house with quality fields, lighting, and spectator amenities that support year-round practice, competition, and community use.



MacArthur HS



Aspirational



08

Campus Enhancements

Irving Independent School District
Facilities Condition Assessment



Grace Design Studios

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BDA ACCESSIBILITY SERVICES

Existing Campus Data

Campus older than 50 years

Campus Name	Maximum Capacity	Functional Capacity	Year Built	Age of Building	Site Acreage	Square Footage	Grades Served
District 1							
No campuses assessed							
District 2							
Clifton ECS	564	479	1999	26	6.5	37,110	Pre-K
Lee ES	1084	921	1959	66	12.15	97,068	Pre-K - 5th
Townsell ES	1206	1025	2003	22	8.5	104,120	Pre-K - 5th
Houston MS	1561	1327	1976	49	43.5	197,737	6th - 8th
MacArthur HS	2924	2486	1963	62	42.7	379,583	9th - 12th
Singley Academy	1576	1340	2001	24	12.04	268,735	9th - 12th
District 3							
Brandenburg ES	1045	888	1992	33	9.38	83,600	Pre-K - 5th
Hanes ES	1022	869	1968	57	6.55	110,006	Pre-K - 5th
Johnston ES	1090	927	1964	61	10.3	89,142	Pre-K - 5th
Lively ES	1095	931	1954	71	9.86	92,018	Pre-K - 5th
Travis MS	1294	1100	1964	61	17.6	173,611	6th - 8th
District 4							
Thomas Haley ES	1012	860	1959	66	11.67	89,938	Pre-K - 5th
District 5							
Brown ES	1009	858	1956	69	9.33	95,425	Pre-K - 5th
Davis ES	1027	873	1968	57	8.31	96,376	Pre-K - 5th
Stipes ES	1082	920	2006	19	9.7	98,200	Pre-K - 5th
Johnson MS	1180	1003	2011	14	26.35	151,693	6th - 8th
Lamar MS	1151	978	1972	53	15.63	155,035	6th - 8th
District 6							
Pierce ECS	564	479	1999	26	7.86	37,110	Pre-K
Gilbert ES	1141	970	1996	29	9.7	93,492	Pre-K - 5th
Good ES	1127	958	1959	66	10.79	88,325	Pre-K - 5th
John Haley ES	1116	949	1952	73	9.7	86,659	Pre-K - 5th
Keyes ES	1146	974	1954	71	9.9	92,321	Pre-K - 5th
Austin MS	1339	1164	1976	49	18.15	151,916	6th - 8th
de Zavala MS	1326	1127	2001	24	21.9	180,386	6th - 8th
Irving HS	2865	2435	1959	66	53.04	428,297	9th - 12th
Barbara Cardwell Career Prep Center	597	507	1990	35	6.21	57,786	9th - 12th
District 7							
Kinkeade ECS	562	477	2000	25	7.7	37,110	Pre-K
Schulze ES	973	827	1989	36	9.38	93,831	Pre-K - 5th
Townley ES	1096	932	1978	47	10.91	91,354	Pre-K - 5th
Bowie MS	1310	1114	1947	78	16	195,632	6th - 8th
Nimitz HS	2205	1874	1966	59	51.32	415,881	9th - 12th
Ellis Stadium	N/A	N/A	1952	73	25	21,568	N/A
Ratteree Career Center	290	247	2000	25	3	37,118	9th - 12th
Secondary Reassignment Center	526	477	1952	73	N/A	47,994	ALL

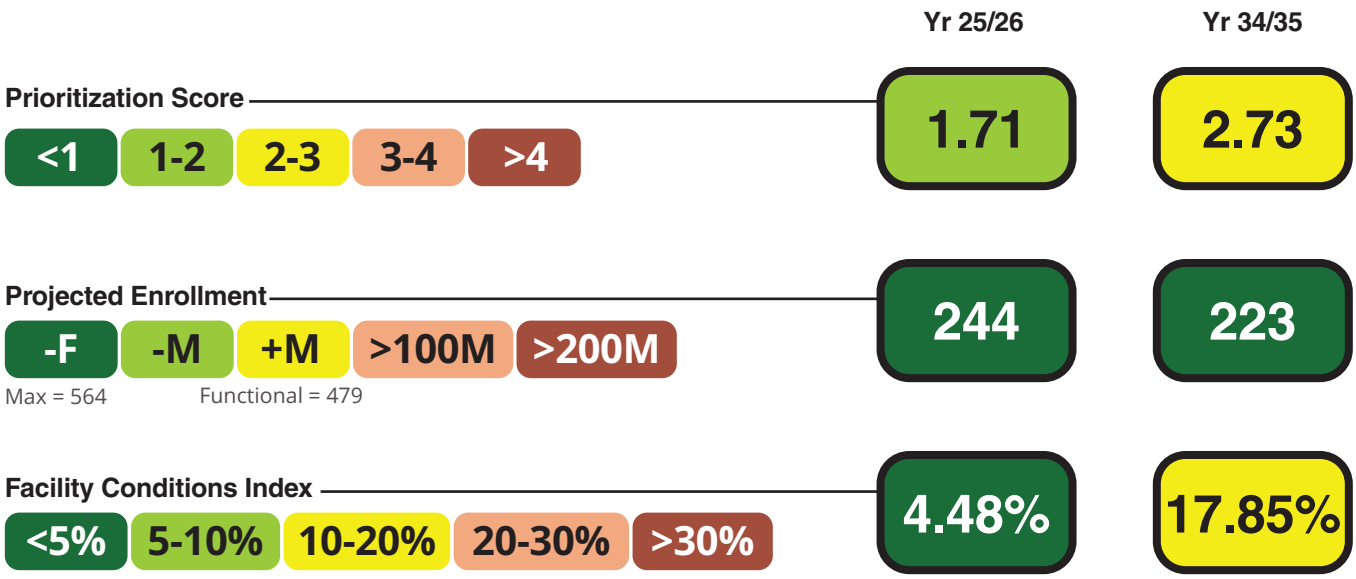
Clifton Early Childhood School

Campus-Specific Data

Potential Campus Enhancements

Aerial photo is included to allow for easy visual assessment of the campus.





Enhancement Narratives

Facility Conditions Enhancements

The below list is not prioritized, but a list of potential maintenance improvements that have been identified as poor or critical needs as of 2025 that if remedied would begin to positively impact the current declining conditions of the campus that would ultimately change the FCI score. For specific details, refer to Ameresco's ***AssetPlanner***™ database.

① **HVAC System Upgrades (Including Corridor HVAC)**

② **Interiors Upgrades**

③ **Elevators**

④ **Foundations**

⑤ **Communications**

⑥ **Electrical System Upgrades**

⑦ **Accessibility Compliance**

Continued

Clifton Early Childhood School

Adequacy and Suitability General Enhancements

The below list is not prioritized, but a list of potential facility improvements that have been identified that help align and foster progress towards established District goals. Refer to Section 07 for descriptions of these recommendations.

1. **Wayfinding**
2. **Adaptable Learning Environments**
3. **Remove Classroom Kitchens at ECS and ES Campuses**

Adequacy and Suitability Campus-Specific Enhancements

The below list is not prioritized, but a list of potential facility improvements that have been identified that help align and foster progress towards established District goals.

4. **Playground**
   Current: The existing playground has full enclosure, but has an unfenced bicycle track and play areas that are located near mechanical equipment such as air conditioning units, creating potential safety and noise concerns.
   Recommendation: Redesign the preschool playground to prioritize safety, supervision, and age-appropriate exploration by adding secure fencing, relocating play zones away from mechanical equipment, and incorporating shaded, developmentally suitable areas for climbing, riding, and imaginative play.
5. **Repurpose Underutilized Dining Room**
   Current: Students eat in the classrooms therefore the dining room is under utilized.
   Recommendation: Re-imagine and repurpose multipurpose rooms for flexible instructional, enrichment, or community uses. Equip the spaces with adaptable furnishings, technology access, and storage to support activities such as small-group learning, clubs, interventions, meetings, or creative programming beyond food service needs.

1



3



4



5



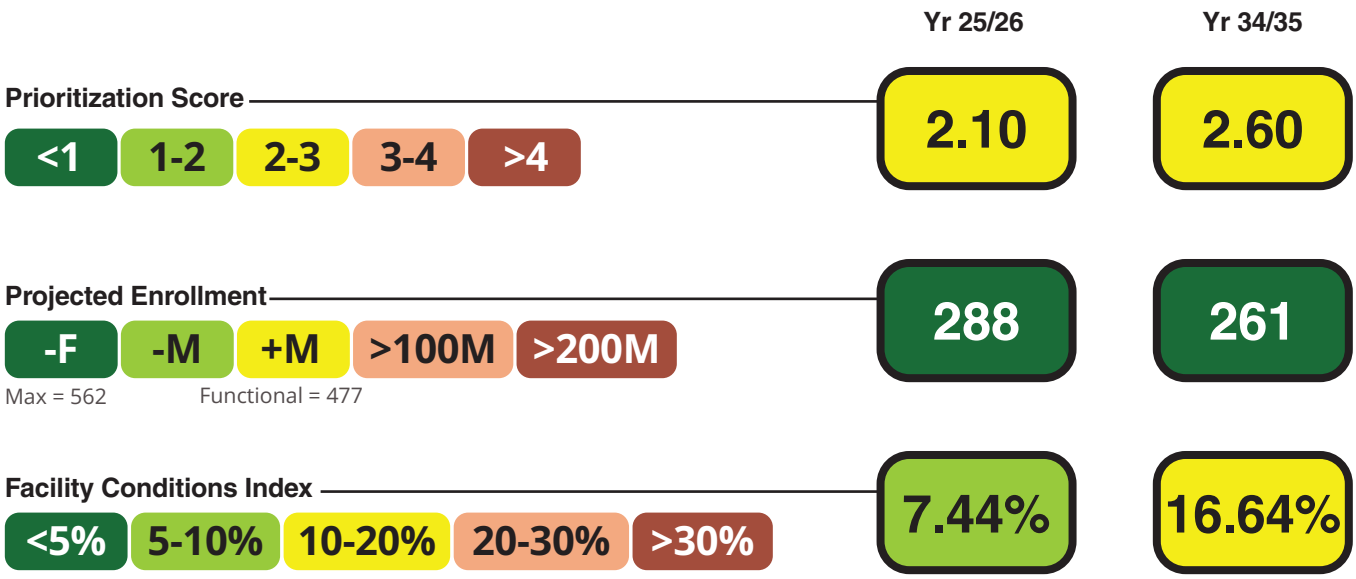
Kinkeade Early Childhood School

Campus-Specific Data

Potential Campus Enhancements

Aerial photo is included to allow for easy visual assessment of the campus.





Enhancement Narratives

Facility Conditions Enhancements

The below list is not prioritized, but a list of potential maintenance improvements that have been identified as poor or critical needs as of 2025 that if remedied would begin to positively impact the current declining conditions of the campus that would ultimately change the FCI score. For specific details, refer to Ameresco's ***AssetPlanner***™ database.

① **HVAC System Upgrades (Including Corridor HVAC)**

② **Roofing**

③ **Accessibility Compliance**

Continued

Kinkeade Early Childhood School

Adequacy and Suitability General Enhancements

The below list is not prioritized, but a list of potential facility improvements that have been identified that help align and foster progress towards established District goals. Refer to Section 07 for descriptions of these recommendations.

1. **Wayfinding**
2. **Adaptable Learning Environments**
3. **Remove Classroom Kitchens at ECS and ES Campuses**
4. **Outdoor Learning Environments**

Adequacy and Suitability Campus-Specific Enhancements

The below list is not prioritized, but a list of potential facility improvements that have been identified that help align and foster progress towards established District goals.

5. **Playground**
   Current: The existing playground has full enclosure, but has an unfenced bicycle track and play areas that are located near mechanical equipment such as air conditioning units, creating potential safety and noise concerns.
   Recommendation: Redesign the preschool playground to prioritize safety, supervision, and age-appropriate exploration by adding secure fencing, relocating play zones away from mechanical equipment, and incorporating shaded, developmentally suitable areas for climbing, riding, and imaginative play.

6. **Storage**
   Current: Campus lacks sufficient and appropriately located storage, resulting in instructional materials and supplies being kept in classrooms or corridors. In some cases, deliveries cannot be efficiently managed due to limited access for large shipments or pallets.
   Recommendation: Provide ample, secure storage throughout the campus, including centralized supply areas with dedicated loading and pallet access points and grade-level storage rooms. This ensures safe, efficient delivery and organization of instructional and operational materials while keeping learning spaces clear and orderly.

7. **Repurpose Underutilized Dining Room**
   Current: Students eat in the classrooms therefore the dining room is under utilized.
   Recommendation: Re-imagine and repurpose multipurpose rooms for flexible instructional, enrichment, or community uses. Equip the spaces with adaptable furnishings, technology access, and storage to support activities such as small-group learning, clubs, interventions, meetings, or creative programming beyond food service needs.

5



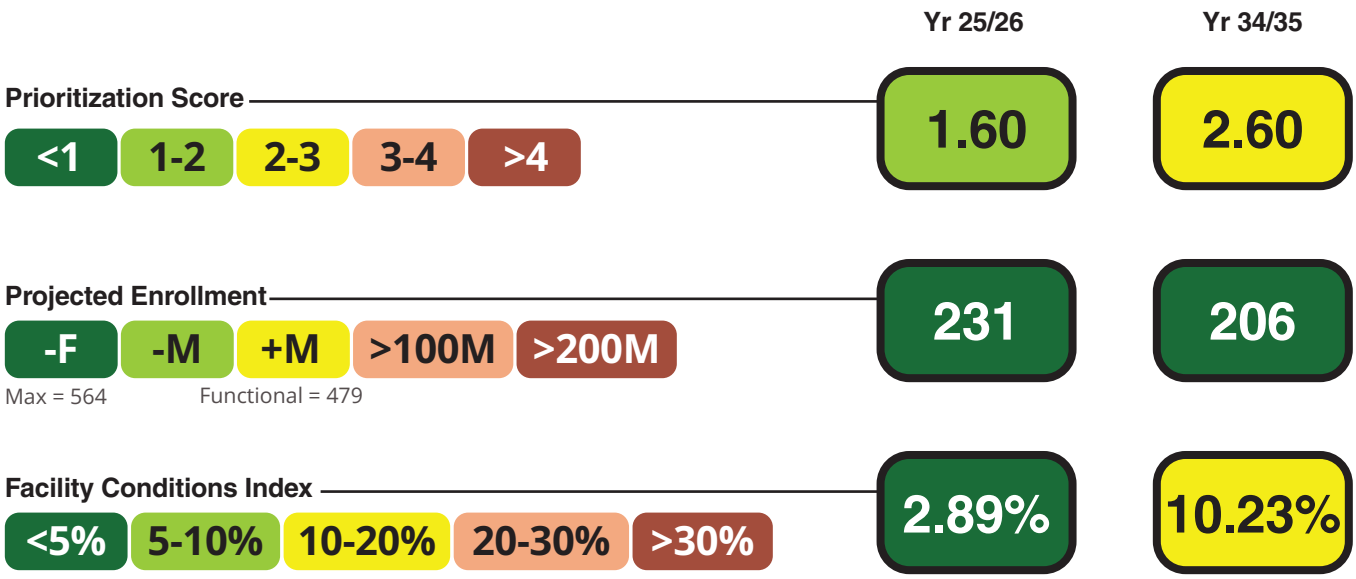
Pierce Early Childhood School

Campus-Specific Data

Potential Campus Enhancements

Aerial photo is included to allow for easy visual assessment of the campus.





Enhancement Narratives

Facility Conditions Enhancements

The below list is not prioritized, but a list of potential maintenance improvements that have been identified as poor or critical needs as of 2025 that if remedied would begin to positively impact the current declining conditions of the campus that would ultimately change the FCI score. For specific details, refer to Ameresco's ***AssetPlanner***™ database.

① **HVAC System Upgrades (Including Corridor HVAC)**

② **Plumbing System Upgrades**

③ **Accessibility Compliance**

Continued

Pierce Early Childhood School

Adequacy and Suitability General Enhancements

The below list is not prioritized, but a list of potential facility improvements that have been identified that help align and foster progress towards established District goals. Refer to Section 07 for descriptions of these recommendations.

1. **Adaptable Learning Environments**
2. **Remove Classroom Kitchens at ECS and ES Campuses**

Adequacy and Suitability Campus-Specific Enhancements

The below list is not prioritized, but a list of potential facility improvements that have been identified that help align and foster progress towards established District goals.

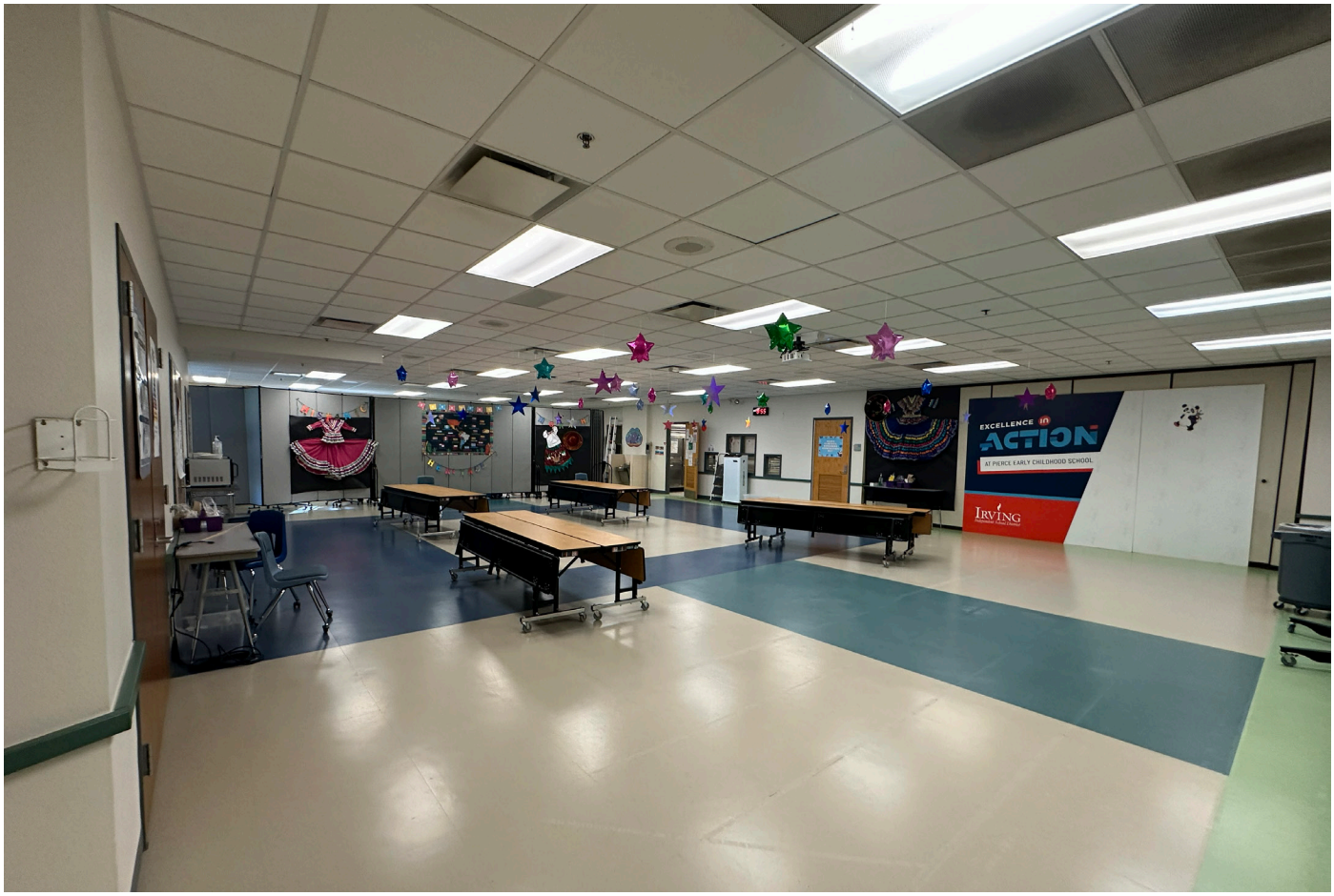
3. **Repurpose Underutilized Dining Room**

Current: Students eat in the classrooms therefore the dining room is under utilized.
Recommendation: Re-imagine and repurpose multipurpose rooms for flexible instructional, enrichment, or community uses. Equip the spaces with adaptable furnishings, technology access, and storage to support activities such as small-group learning, clubs, interventions, meetings, or creative programming beyond food service needs.

2


POPCORN
STAY HEALTHY!
WASH YOUR HANDS

3


EXCELLENCE in
ACTION
AT PIERCE EARLY CHILDHOOD SCHOOL
IRVING

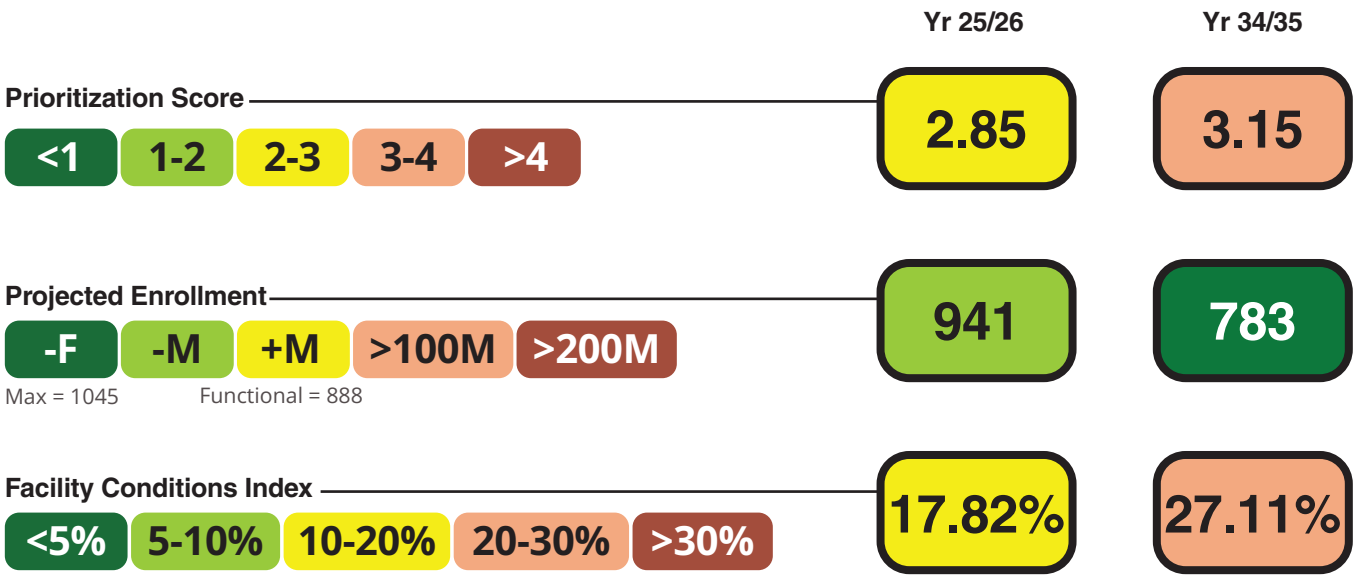
Brandenburg Elementary School

Campus-Specific Data

Potential Campus Enhancements

Aerial photo is included to allow for easy visual assessment of the campus.





Enhancement Narratives

Facility Conditions Enhancements

The below list is not prioritized, but a list of potential maintenance improvements that have been identified as poor or critical needs as of 2025 that if remedied would begin to positively impact the current declining conditions of the campus that would ultimately change the FCI score. For specific details, refer to Ameresco's ***AssetPlanner***™ database.

① **Electrical System Upgrades**

② **HVAC System Upgrades (Including Corridor HVAC)**

③ **Interiors Upgrades**

④ **Fire Protection**

⑤ **Site Development**

⑥ **Site Lighting**

⑦ **Communications**

⑧ **Gym Replacement**

⑨ **Accessibility Compliance**

Continued

Brandenburg Elementary School

Adequacy and Suitability General Enhancements

The below list is not prioritized, but a list of potential facility improvements that have been identified that help align and foster progress towards established District goals. Refer to Section 07 for descriptions of these recommendations.

1. Secured Perimeter Fencing
2. Adaptable Learning Environments
3. Furniture Refresh Continuation
4. Right-Size Classrooms
5. Dedicated Combination Science Classroom/Lab and Prep Room
6. Dedicated STEM/STEAM Lab
7. Multi-Use Spaces
8. Activated Corridors
9. Refreshing Paint and Flooring
10. Outdoor Learning Environments

Adequacy and Suitability Campus-Specific Enhancements

The below list is not prioritized, but a list of potential facility improvements that have been identified that help align and foster progress towards established District goals.

11. **Library/Media Center**
    Current: The library is undersized based on student enrollment and traditional in design, focused primarily on book circulation and quiet reading areas. Spaces are often static, with limited flexibility and little technology to support interactive learning, collaboration, or media creation.
    Recommendation: Transform the library into an engaging, multi-use learning hub that supports reading, research, and exploration. Include areas for storytelling, small-group instruction, and independent discovery, along with technology for digital literacy and creative projects. The space should serve as the heart of the school—welcoming, flexible, and connected to classroom learning.

12. **Cafeteria**
    Current: Undersized based on student population. The existing elementary cafeteria functions primarily as a lunch service area, often doubling as an assembly or performance space without the necessary acoustics, lighting, or storage to support multiple uses effectively. Noise levels can be high, and traffic flow during meal times is often congested.
    Recommendation: Potential student dining addition and/or redesign the cafeteria as a welcoming, efficient, and multipurpose space that supports dining, school gatherings, and performances. Provide improved acoustics, durable and easy-to-clean finishes, stage or presentation capability where appropriate, and clear circulation routes for serving and exiting. Incorporate natural light and child-friendly scale to create an inviting environment that promotes community.

13. **Staff Restrooms**
    Current: Existing staff restrooms are limited in number and undersized, resulting in inconvenience and reduced accessibility for teachers and support staff. In many cases, facilities are located far from instructional areas, impacting staff comfort and efficiency throughout the day.
    Recommendation: Provide an adequate number of well-located staff restrooms distributed throughout the campus, designed for privacy, accessibility, and ease of maintenance. Restrooms should be appropriately sized, include durable finishes, and be positioned near instructional and administrative zones to support staff well-being and daily functionality.

14. **Music Room**
    Current: The existing elementary music room is traditional in setup, designed mainly for seated, whole-group instruction. It lacks sound isolation from nearby classrooms, has minimal acoustic treatment, and offers limited space for movement or instrument storage.
    Recommendation: Renovate the music room to support active, engaging music education. Provide proper acoustics and sound separation, open floor space for movement and ensemble activities, and dedicated storage for instruments and materials. The room should be vibrant, flexible, and inspiring—supporting creativity, performance, and a lifelong appreciation of music.

15. **Remove Portables**

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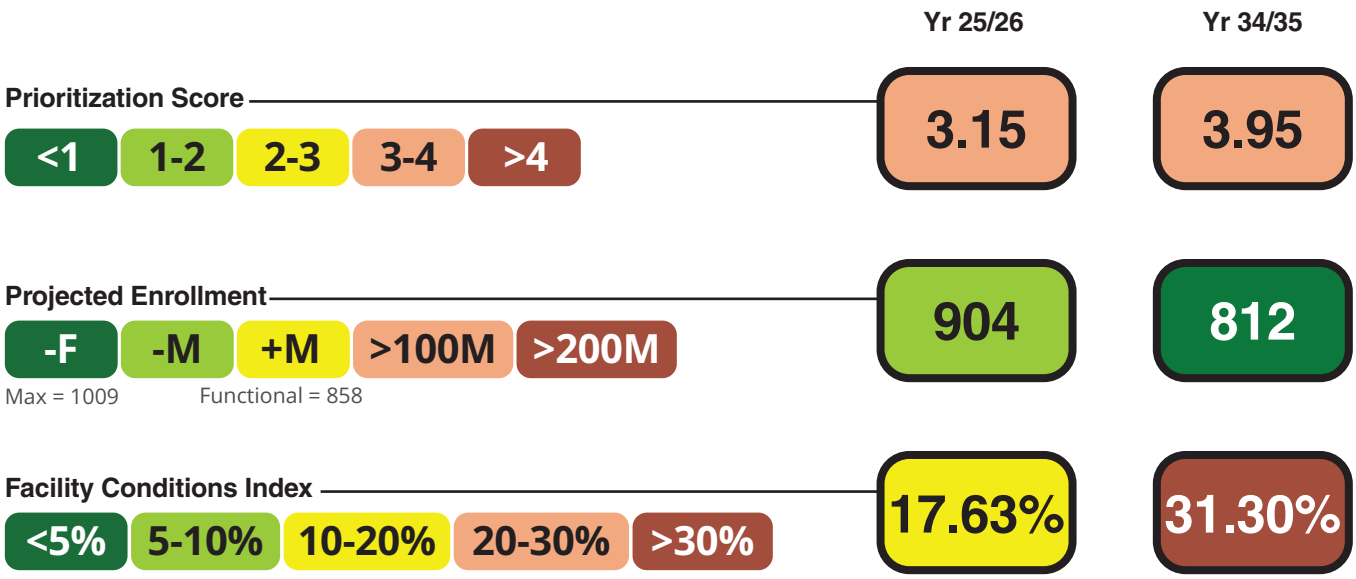
Brown Elementary School

Campus-Specific Data

Potential Campus Enhancements

Aerial photo is included to allow for easy visual assessment of the campus.





Enhancement Narratives

Facility Conditions Enhancements

The below list is not prioritized, but a list of potential maintenance improvements that have been identified as poor or critical needs as of 2025 that if remedied would begin to positively impact the current declining conditions of the campus that would ultimately change the FCI score. For specific details, refer to Ameresco's ***AssetPlanner***™ database.

① **Electrical System Upgrades**

② **HVAC System Upgrades (Including Corridor HVAC)**

③ **Fire Protection**

④ **Site Utilities**

⑤ **Site Development**

⑥ **Plumbing System Upgrades**

⑦ **Gym Replacement**

⑧ **Accessibility Compliance**

Continued

Brown Elementary School

Adequacy and Suitability General Enhancements

The below list is not prioritized, but a list of potential facility improvements that have been identified that help align and foster progress towards established District goals. Refer to Section 07 for descriptions of these recommendations.

1. Secured Perimeter Fencing
2. Wayfinding
3. Adaptable Learning Environments
4. Furniture Refresh Continuation
5. Right-Size Classrooms
6. Dedicated Combination Science Classroom/Lab and Prep Room
7. Dedicated STEM/STEAM Lab
8. Multi-Use Spaces
9. Activated Corridors

Adequacy and Suitability Campus-Specific Enhancements

The below list is not prioritized, but a list of potential facility improvements that have been identified that help align and foster progress towards established District goals.

10 Library

Current: The library is undersized based on student enrollment and traditional in design, focused primarily on book circulation and quiet reading areas. Spaces are often static, with limited flexibility and little technology to support interactive learning, collaboration, or media creation.

Recommendation: Transform the library into an engaging, multi-use learning hub that supports reading, research, and exploration. Include areas for storytelling, small-group instruction, and independent discovery, along with technology for digital literacy and creative projects. The space should serve as the heart of the school—welcoming, flexible, and connected to classroom learning.

11 Special Education Classrooms

Current: Existing special education classrooms have carpeted flooring that is difficult to sanitize and maintain, and adjoining restrooms are undersized, lacking adequate space for changing tables and accessibility features. These conditions limit functionality and do not fully support student comfort, safety, or hygiene needs.

Recommendation: Renovate special education classrooms with durable, child-friendly tile flooring for easy cleaning and improved health standards. Expand or reconfigure adjoining restrooms to include accessible layouts, properly sized changing tables, and appropriate storage.

12 Nurse and Health Services

Current: The existing health office operates out of a converted conference room with no dedicated spaces for isolation, rest, or private consultation. The layout limits confidentiality, storage, and the ability to manage multiple students simultaneously, reducing overall effectiveness and comfort.

Recommendation: Develop a purpose-built health office that includes a private exam area, isolation room, secure storage for medical supplies, and a comfortable waiting or rest space for students. The layout should support efficient supervision, confidentiality, and infection control while providing a calm, accessible environment for student care and wellness.

13 Restrooms

Current: The number of restrooms on campus is insufficient to meet the needs of students, staff, and visitors. Existing facilities are often concentrated in limited areas, leading to congestion and reduced accessibility.

Recommendation: Increase the number and improve the distribution of restrooms across campus to ensure convenient access for all users. Provide age-appropriate fixtures for elementary students, include staff restrooms near instructional areas, and incorporate at least one family or gender-neutral restroom near the main entry.

14 Cafeteria

Current: The existing cafeteria is undersized for current enrollment, resulting in crowded lunch periods, limited seating, and challenging traffic flow. The space also serves multiple purposes, such as assemblies and performances, but lacks the acoustics, lighting, and storage needed to support these functions effectively.

Recommendation: Expand and redesign the cafeteria to accommodate the full student population comfortably and safely. Provide adequate seating, clear circulation routes for serving and exiting, and flexible space for performances or school gatherings. Incorporate improved acoustics, durable finishes, natural light, and child-scaled design elements to create a welcoming environment that supports both dining and community use.

15 Playground

Current: The existing playground is undersized and in need of significant repairs. Equipment wear, delayed maintenance, and the lack of sun covers limit safe and comfortable use throughout the day. These reduce play opportunities and create safety/supervision challenges.
Recommendation: Expand and upgrade the playground to provide age-appropriate, inclusive, and safe play experiences. Replace or repair outdated equipment, install shade structures for sun protection, and use durable, low-maintenance materials. The redesigned area should support active play, social interaction, and physical development while ensuring long-term safety and accessibility.

16 Storage

Current: Campus lacks sufficient and appropriately located storage, resulting in instructional materials and supplies being kept in classrooms or corridors. In some cases, deliveries cannot be efficiently managed due to limited access for large shipments or pallets.
Recommendation: Provide ample, secure storage throughout the campus, including centralized supply areas with dedicated loading and pallet access points and grade-level storage rooms. This ensures safe, efficient delivery and organization of instructional and operational materials while keeping learning spaces clear and orderly.

17 Counseling Center

Current: The current counseling area consists of three counselors sharing a single room with no audio privacy, limited space for confidential conversations, and inadequate separation for individual or small-group meetings. This setup compromises confidentiality and limits the ability to support students effectively.
Recommendation: Develop a dedicated counseling center with private offices for each counselor, soundproofing for confidentiality, and a shared meeting or small-group space for student support sessions. Include secure record storage and a calm, welcoming environment that promotes trust, accessibility, and emotional well-being for students and families.

18 Surveillance/Security Cameras

Current: The existing security camera system has several blind spots across campus, limiting visibility and creating gaps in monitoring critical areas. These blind spots reduce the effectiveness of campus supervision and overall safety.
Recommendation: Expand and reposition security cameras to eliminate blind spots and ensure full coverage of entrances, corridors, parking areas, and high-traffic zones. Upgrade to high-resolution, networked cameras with reliable monitoring capabilities to enhance campus safety and incident response.

19 New Exterior Signage

Provide new signage (School Name) to replace dated signage on building; easily identifying front entry as well.

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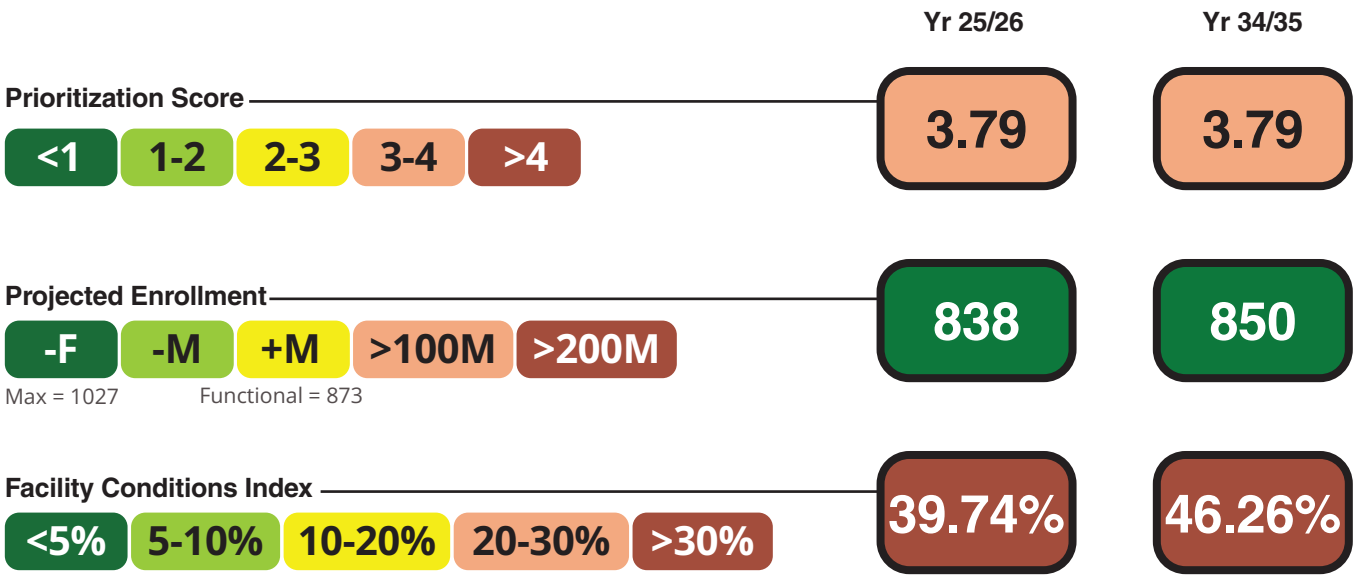
Davis Elementary School

Campus-Specific Data

Potential Campus Enhancements

Aerial photo is included to allow for easy visual assessment of the campus.





Enhancement Narratives

Facility Conditions Enhancements

The below list is not prioritized, but a list of potential maintenance improvements that have been identified as poor or critical needs as of 2025 that if remedied would begin to positively impact the current declining conditions of the campus that would ultimately change the FCI score. For specific details, refer to Ameresco's ***AssetPlanner***™ database.

① **Plumbing System Upgrades**

② **Interior Upgrades**

③ **Exterior Walls**

④ **Roofing**

⑤ **HVAC System Upgrades (Including Corridor HVAC)**

⑥ **Site Development**

⑦ **Electrical System Upgrades**

⑧ **Fire Protection**

⑨ **Rain Water Drainage**

⑩ **Pedestrian Paving**

⑪ **Gym Replacement**

⑫ **Accessibility Compliance**

Continued

Davis Elementary School

Adequacy and Suitability General Enhancements

The below list is not prioritized, but a list of potential facility improvements that have been identified that help align and foster progress towards established District goals. Refer to Section 07 for descriptions of these recommendations.

1. Secured Perimeter Fencing
2. Wayfinding
3. Adaptable Learning Environments
4. Furniture Refresh Continuation
5. Right-Size Classrooms
6. Dedicated Combination Science Classroom/Lab and Prep Room
7. Dedicated STEM/STEAM Lab
8. Multi-Use Spaces
9. Activated Corridors
10. Outdoor Learning Environments

Adequacy and Suitability Campus-Specific Enhancements

The below list is not prioritized, but a list of potential facility improvements that have been identified that help align and foster progress towards established District goals.

11 Music Room

Current: The existing elementary music room is traditional in setup, designed mainly for seated, whole-group instruction. It lacks sound isolation from nearby classrooms, has minimal acoustic treatment, and offers limited space for movement or instrument storage.
Recommendation: Renovate the music room to support active, engaging music education. Provide proper acoustics and sound separation, open floor space for movement and ensemble activities, and dedicated storage for instruments and materials. The room should be vibrant, flexible, and inspiring—supporting creativity, performance, and a lifelong appreciation of music.

12 Cafeteria

Current: The existing cafeteria is undersized for current enrollment, resulting in crowded lunch periods, limited seating, and difficult traffic flow. The space is excessively loud, and the audio quality on the adjacent stage is poor, limiting its effectiveness for performances and assemblies. Many tables and finishes are also worn or damaged, creating maintenance and safety concerns.
Recommendation: Expand and renovate the cafeteria to comfortably accommodate the student population and support multiple functions. Improve acoustics and sound system quality to ensure clear audio throughout the space and on the stage. Replace damaged furniture with durable, child-scaled options, enhance lighting, and use finishes that are easy to clean and maintain. The redesigned cafeteria should serve as a functional, inviting hub for dining, gatherings, and school performances.

13 Pick-Up and Drop-Off Areas

Current: The existing pick-up and drop-off configuration is inefficient and undersized, causing traffic to back up onto adjacent city streets during arrival and dismissal times. This congestion creates safety risks for students and families, disrupts neighborhood traffic flow, and increases frustration for drivers and staff managing traffic.
Recommendation: Redesign the pick-up and drop-off zones to improve traffic circulation, safety, and efficiency. Provide dedicated lanes for buses and parent vehicles, clear signage and wayfinding, and sufficient stacking capacity to prevent overflow onto city streets. Incorporate safe pedestrian crossings, supervision zones, and accessible routes to ensure a smooth, secure, and well-organized arrival and dismissal process.

14 Library

Current: The library is undersized based on student enrollment and traditional in design, focused primarily on book circulation and quiet reading areas. Spaces are often static, with limited flexibility and little technology to support interactive learning, collaboration, or media creation.
Recommendation: Transform the library into an engaging, multi-use learning hub that supports reading, research, and exploration. Include areas for storytelling, small-group instruction, and independent discovery, along with technology for digital literacy and creative projects. The space should serve as the heart of the school—welcoming, flexible, and connected to classroom learning.

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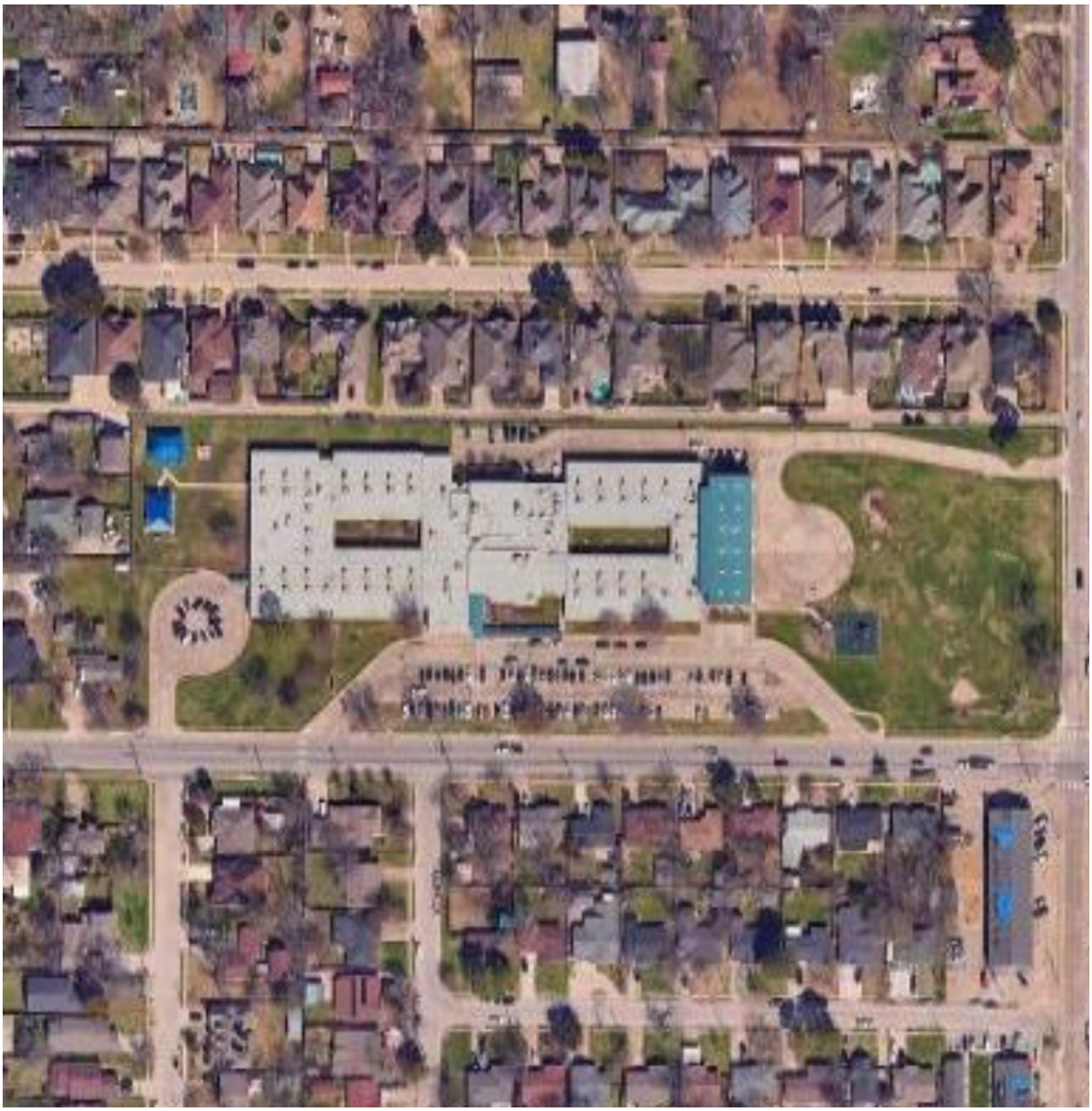


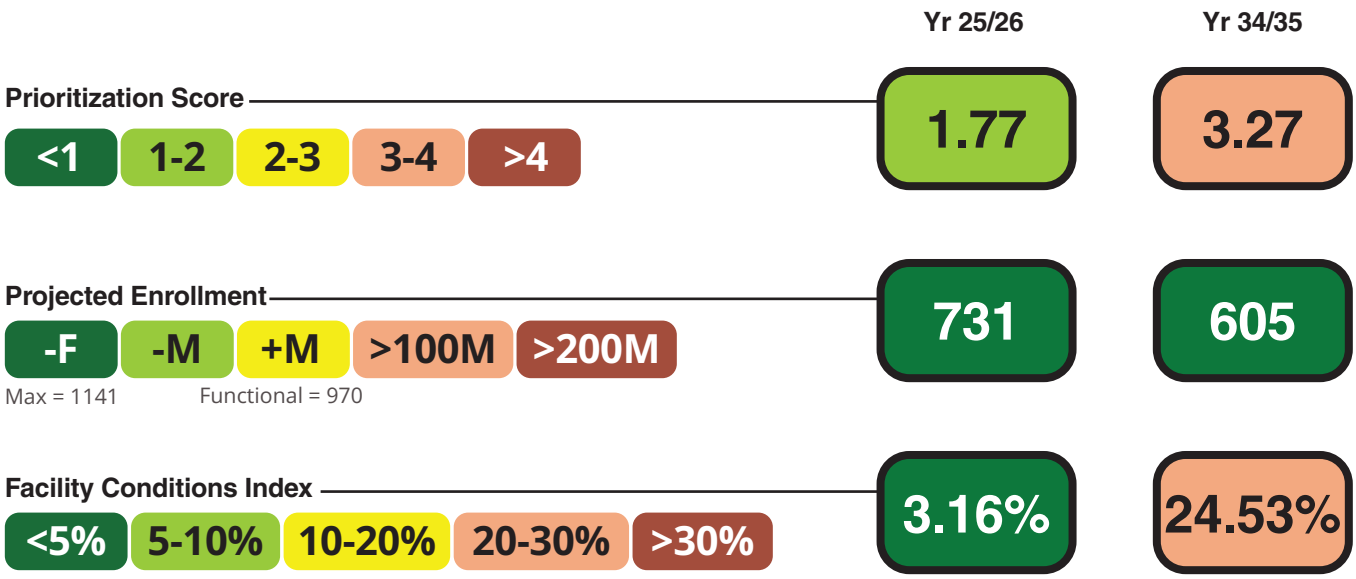
Gilbert Elementary School

Campus-Specific Data

Potential Campus Enhancements

Aerial photo is included to allow for easy visual assessment of the campus.





Enhancement Narratives

Facility Conditions Enhancements

The below list is not prioritized, but a list of potential maintenance improvements that have been identified as poor or critical needs as of 2025 that if remedied would begin to positively impact the current declining conditions of the campus that would ultimately change the FCI score. For specific details, refer to Ameresco's ***AssetPlanner***™ database.

① **Interior Upgrades**

② **Fire Protection**

③ **Site Development**

④ **HVAC System Upgrades (Including Corridor HVAC)**

⑤ **Plumbing Systems**

⑥ **Accessibility Compliance**

Continued

Gilbert Elementary School

Adequacy and Suitability General Enhancements

The below list is not prioritized, but a list of potential facility improvements that have been identified that help align and foster progress towards established District goals. Refer to Section 07 for descriptions of these recommendations.

1. Secured Perimeter Fencing
2. Wayfinding
3. Adaptable Learning Environments
4. Furniture Refresh Continuation
5. Right-Size Classrooms
6. Dedicated Combination Science Classroom/Lab and Prep Room
7. Multi-Use Spaces
8. Activated Corridors
9. Outdoor Learning Environments

Adequacy and Suitability Campus-Specific Enhancements

The below list is not prioritized, but a list of potential facility improvements that have been identified that help align and foster progress towards established District goals.

10 Library/Media Center

Current: The Library is undersized and traditional in design, focused primarily on book circulation and quiet reading areas. Spaces are often static, with limited flexibility and little technology to support interactive learning, collaboration, or media creation.
Recommendation: Transform the library into an engaging, multi-use learning hub that supports reading, research, and exploration. Include areas for storytelling, small-group instruction, and independent discovery, along with technology for digital literacy and creative projects. The space should serve as the heart of the school—welcoming, flexible, and connected to classroom learning.

11 Music Room

Current: The existing elementary music room is traditional in setup, designed mainly for seated, whole-group instruction. It lacks sound isolation from nearby classrooms, has minimal acoustic treatment, and offers limited space for movement or instrument storage. \
Recommendation: Renovate the music room to support active, engaging music education. Provide proper acoustics and sound separation, open floor space for movement and ensemble activities, and dedicated storage for instruments and materials. The room should be vibrant, flexible, and inspiring—supporting creativity, performance, and a lifelong appreciation of music.

12 Nurse's Office

Current: The existing nurse's office is undersized and lacks adequate space for privacy, isolation, and simultaneous care of multiple students. Limited room for storage, rest cots, and medical supplies restricts efficiency and comfort, making it difficult to provide appropriate health services during busy times.
Recommendation: Expand and redesign the nurse's office to include distinct areas for patient care, isolation, and rest, as well as secure storage for medical records and supplies. The layout should promote privacy, accessibility, and infection control, creating a calm, professional environment that supports student wellness and emergency response.

13 Cafeteria

Current: The existing cafeteria is undersized for current enrollment, resulting in crowded lunch periods, limited seating, and challenging traffic flow. The space also serves multiple purposes, such as assemblies and performances, but lacks the acoustics, lighting, and storage needed to support these functions effectively.
Recommendation: Expand and redesign the cafeteria to accommodate the full student population comfortably and safely. Provide adequate seating, clear circulation routes for serving and exiting, and flexible space for performances or school gatherings. Incorporate improved acoustics, durable finishes, natural light, and child-scaled design elements to create a welcoming environment that supports both dining and community use.

10


Government and Military
Holidays
Folk Tales and Fables
Space
Wild Animals
ALEI ES UNA DREAMER

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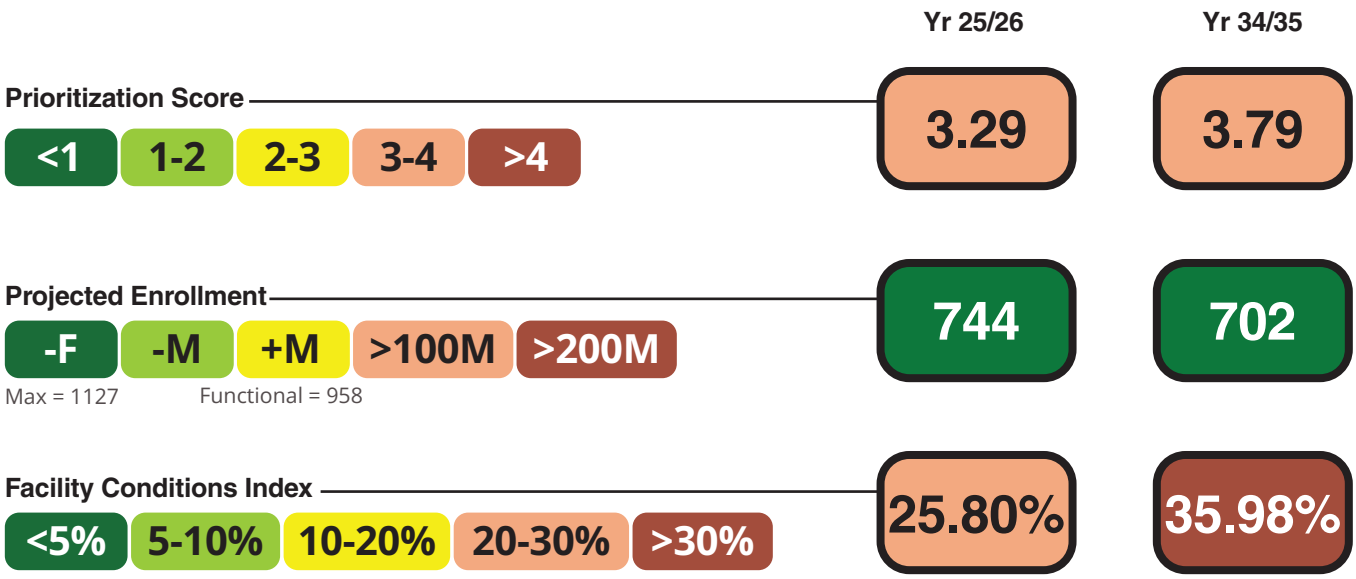
Good Elementary School

Campus-Specific Data

Potential Campus Enhancements

Aerial photo is included to allow for easy visual assessment of the campus.





Enhancement Narratives

Facility Conditions Enhancements

The below list is not prioritized, but a list of potential maintenance improvements that have been identified as poor or critical needs as of 2025 that if remedied would begin to positively impact the current declining conditions of the campus that would ultimately change the FCI score. For specific details, refer to Ameresco's ***AssetPlanner***™ database.

① **Plumbing System Upgrades**

② **Interior Upgrades**

③ **Electrical System Upgrades**

④ **Fire Protection**

⑤ **HVAC System Upgrades (Including Corridor HVAC)**

⑥ **Site Utilities**

⑦ **Site Development**

⑧ **Exterior Doors**

⑨ **Gym Replacement**

⑩ **Planned Renovations**

⑪ **Accessibility Compliance**

Continued

Good Elementary School

Adequacy and Suitability General Enhancements

The below list is not prioritized, but a list of potential facility improvements that have been identified that help align and foster progress towards established District goals. Refer to Section 07 for descriptions of these recommendations.

1. Secured Perimeter Fencing
2. Adaptable Learning Environments
3. Furniture Refresh Continuation
4. Right-Size Classrooms
5. Dedicated Combination Science Classroom/Lab and Prep Room
6. Dedicated STEM/STEAM Lab
7. Multi-Use Spaces
8. Activated Corridors
9. Outdoor Learning Environments

Adequacy and Suitability Campus-Specific Enhancements

The below list is not prioritized, but a list of potential facility improvements that have been identified that help align and foster progress towards established District goals.

10 Library/Media Center

Current: The existing library is undersized for the school's enrollment and instructional needs. Space is further limited by the co-location of the STEAM program within the library, reducing available areas for reading, collaboration, and small-group instruction. The layout remains traditional, emphasizing book circulation over flexible or technology-supported learning.
Recommendation: Expand and reconfigure the library to serve as a true learning hub, with defined zones for reading, storytelling, digital research, and project-based exploration. Provide sufficient space for both library and STEAM activities, ensuring that each can function effectively without overlap. The design should promote curiosity, collaboration, and creativity through accessible technology, flexible layout, and inviting, student-centered design.

11 Cafeteria

Current: The existing cafeteria is undersized for current enrollment, resulting in crowded lunch periods, limited seating, and challenging traffic flow. The space also serves multiple purposes, such as assemblies and performances, but lacks the acoustics, lighting, and storage needed to support these functions effectively.
Recommendation: Expand and redesign the cafeteria to accommodate the full student population comfortably and safely. Provide adequate seating, clear circulation routes for serving and exiting, and flexible space for performances or school gatherings. Incorporate improved acoustics, durable finishes, natural light, and child-scaled design elements to create a welcoming environment that supports both dining and community use.

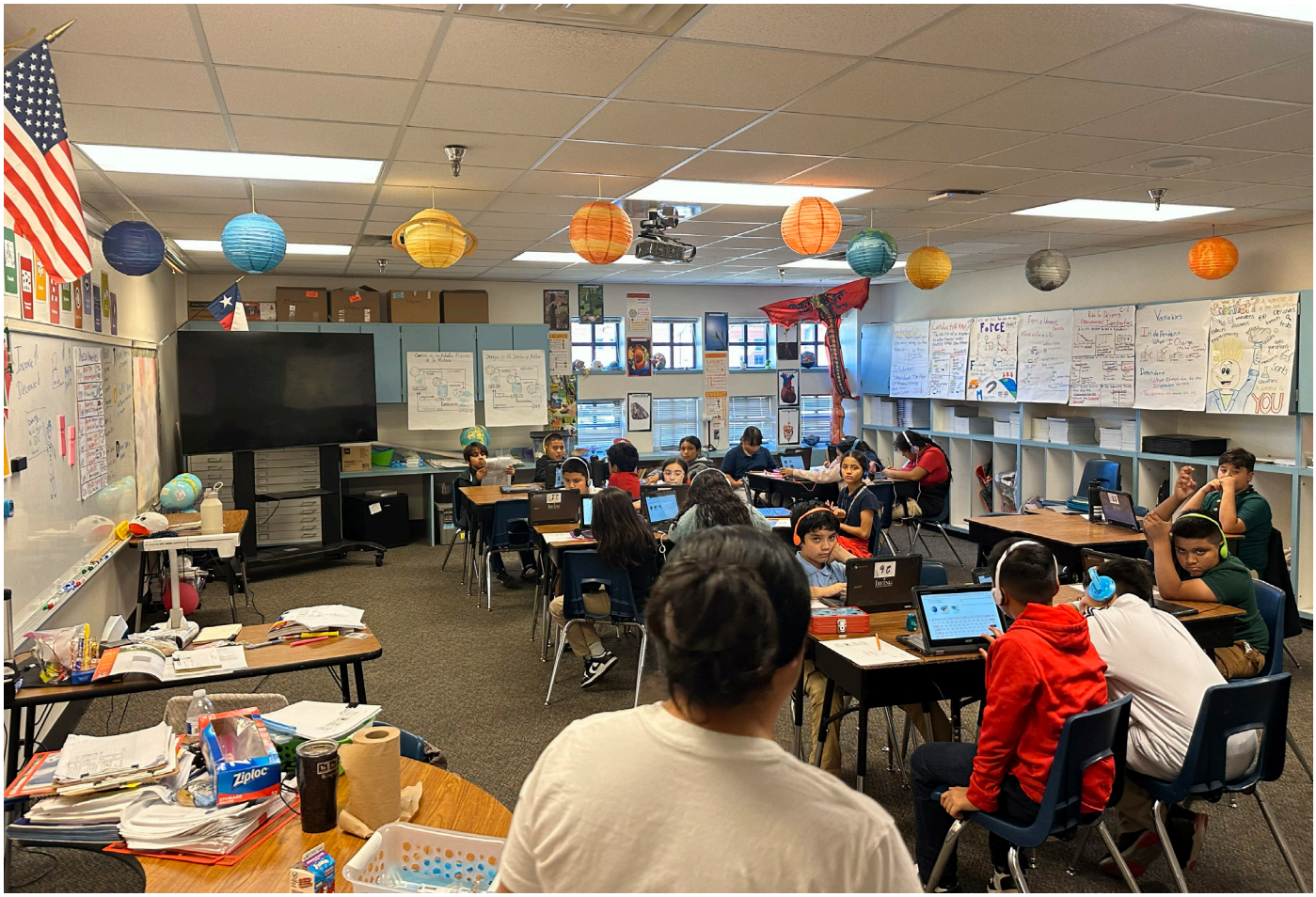
12 Playground

Current: The Pre K–Kindergarten playground is highly accessible to the public due to its location adjacent to the staff parking lot and an open fire lane, creating security and supervision concerns. Students must cross the fire lane to reach the play area, which lacks an accessible path to the play structure. In contrast, the older playground located at the back of the campus is more secure and includes a shade canopy, but it serves older students only.
Recommendation: Improve safety and accessibility for the Pre K–Kindergarten playground by securing the perimeter with fencing and gates as well as to relocate the playground while providing designated and accessible routes from classrooms to the play area and to eliminate vehicle crossings. Ensure both playgrounds meet accessibility standards, include age-appropriate equipment, and provide shaded, secure, and well-supervised environments that support safe and inclusive outdoor play.

13 Student Restrooms

Current: Student restrooms vary widely in layout and design across the campus, with inconsistent visibility and supervision opportunities. Some restrooms are enclosed or located in isolated areas, making it difficult for staff to monitor student behavior and ensure safety.
Recommendation: Standardize restroom design to enhance supervision, safety, and accessibility while maintaining privacy and dignity for students. Locate restrooms near classrooms and common areas with clear sight-lines and open-entry layouts (no doors) where appropriate. Incorporate durable, easy-to-clean finishes, adequate ventilation, and age-appropriate fixtures to support a safe and healthy environment.

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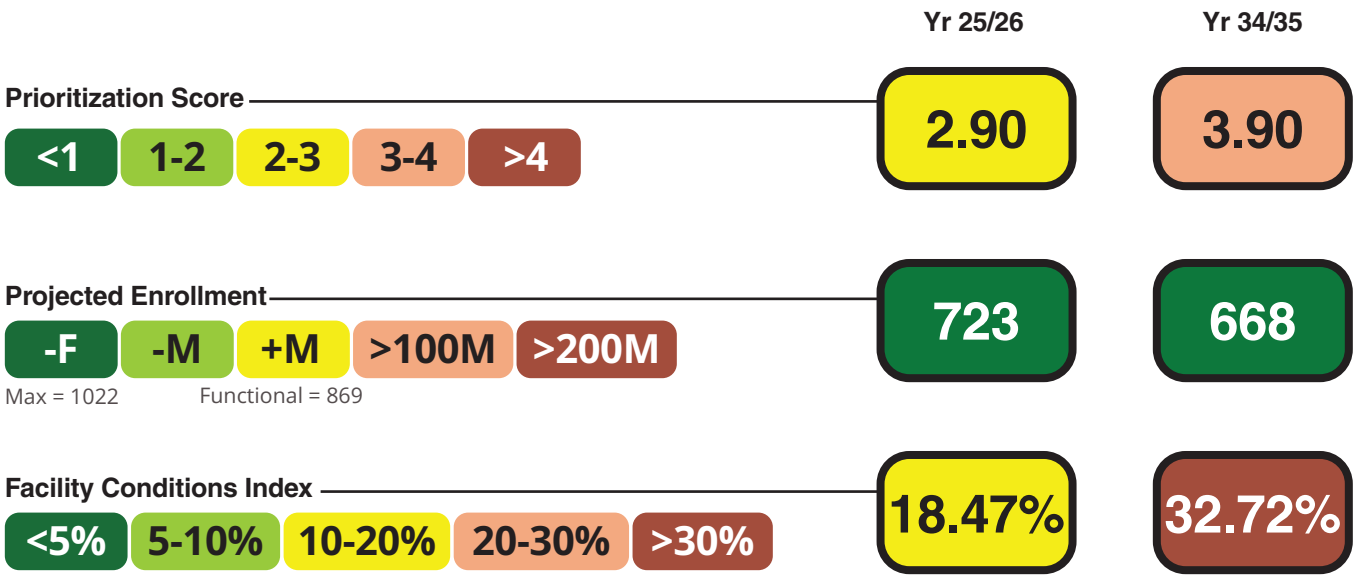
Hanes Elementary School

Campus-Specific Data

Potential Campus Enhancements

Aerial photo is included to allow for easy visual assessment of the campus.





Enhancement Narratives

Facility Conditions Enhancements

The below list is not prioritized, but a list of potential maintenance improvements that have been identified as poor or critical needs as of 2025 that if remedied would begin to positively impact the current declining conditions of the campus that would ultimately change the FCI score. For specific details, refer to Ameresco's ***AssetPlanner***™ database.

① **Interior Upgrades**

② **Roofing**

③ **Foundations**

④ **HVAC System Upgrades (Including Corridor HVAC)**

⑤ **Electrical System Upgrades**

⑥ **Site Development**

⑦ **Pedestrian Paving**

⑧ **Plumbing Systems**

⑨ **Gym Replacement**

⑩ **Accessibility Compliance**

Continued

Hanes Elementary School

Adequacy and Suitability General Enhancements

The below list is not prioritized, but a list of potential facility improvements that have been identified that help align and foster progress towards established District goals. Refer to Section 07 for descriptions of these recommendations.

1. **Secured Perimeter Fencing**
2. **Wayfinding**
3. **Adaptable Learning Environments**
4. **Furniture Refresh Continuation**
5. **Right-Size Classrooms**
6. **Dedicated Combination Science Classroom/Lab and Prep Room**
7. **Dedicated STEM/STEAM Lab**
8. **Multi-Use Spaces**
9. **Activated Corridors**
10. **Outdoor Learning Environments**

Adequacy and Suitability Campus-Specific Enhancements

The below list is not prioritized, but a list of potential facility improvements that have been identified that help align and foster progress towards established District goals.

11. **Art Room**
    Current: The art room is dated and lacks outdoor access, limiting opportunities for natural light, ventilation, and expanded creative activities. The space does not fully support modern art instruction or flexible use.
    Recommendation: Renovate the art room with updated finishes, improved lighting, and flexible layouts to accommodate various art forms. Where possible, provide direct outdoor access to support natural light, ventilation, and opportunities for outdoor creative work.

12. **Music Room**
    Current: The elementary music room has no acoustic treatment, causing sound quality and noise challenges. The space also has a persistent musty smell, indicating potential ventilation or moisture issues that impact comfort and use.
    Recommendation: Add proper acoustic treatment to support clear, balanced sound for singing, instruments, and instruction. Address ventilation and moisture concerns to eliminate odors and improve air quality. Update finishes and layout as needed to create a healthy, engaging environment for music learning.

13. **Cafeteria and Stage**
    Current: The cafeteria is a welcoming space but is undersized for the current student enrollment, leading to crowding during meal times. The stage equipment is outdated and does not function reliably, limiting its use for performances and school events.
    Recommendation: Expand the cafeteria to accommodate the full student population comfortably and improve circulation during meals. Upgrade stage lighting, sound, and equipment to support reliable performances, assemblies, and multipurpose use.

14. **Gymnasium**
    Current: The second gym has multiple areas of ceiling damage, creating safety concerns and limiting full use of the space for classes, practices, and events.
    Recommendation: Repair and reinforce the damaged ceiling areas and assess for any underlying structural or moisture issues. Update finishes as needed to restore the gym to a safe, fully functional condition that supports athletic and physical education programs.

15. **Pick-Up and Drop-Off Areas**
    Current: Parents and visitors must park at the nearby rec center due to limited on-site parking. Principals and assistant principals stand in the street and parking lot to direct traffic, and staff must monitor parking spaces because availability is so limited. These conditions create safety concerns and inefficient traffic flow during arrival and dismissal.
    Recommendation: Redesign traffic circulation to provide dedicated parent and visitor parking and safe, efficient pick-up and drop-off zones. Improve on-site parking capacity, add clear signage, and reduce the need for staff to direct traffic in the street. Ensure safe pedestrian routes and streamlined operations for all users.

16 Surveillance/Security Cameras

Current: The existing security camera system has several blind spots across campus, limiting visibility and creating gaps in monitoring critical areas. These blind spots reduce the effectiveness of campus supervision and overall safety.
Recommendation: Expand and reposition security cameras to eliminate blind spots and ensure full coverage of entrances, corridors, parking areas, and high-traffic zones. Upgrade to high-resolution, networked cameras with reliable monitoring capabilities to enhance campus safety and incident response.

17 Restrooms

Current: Restrooms are outdated, with aging fixtures and finishes. Some areas experience frequent maintenance issues, limited privacy, or insufficient capacity during peak times.
Recommendation: Renovate restrooms with modern, durable fixtures and materials. Improve ventilation, lighting, accessibility, and privacy. Ensure there are enough restrooms in key locations to support students, staff, and visitors efficiently and comfortably.

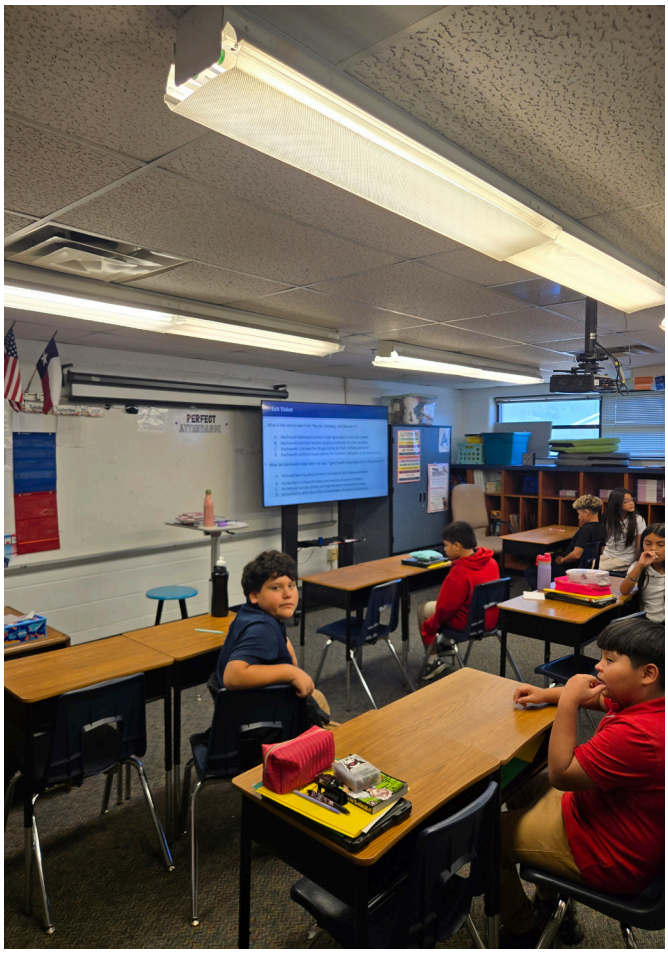
18 Nurse's Office

Current: The existing nurse's office is undersized and lacks adequate space for privacy, isolation, and simultaneous care of multiple students. Limited room for storage, rest cots, and medical supplies restricts efficiency and comfort, making it difficult to provide appropriate health services during busy times.
Recommendation: Expand and redesign the nurse's office to include distinct areas for patient care, isolation, and rest, as well as secure storage for medical records and supplies. The layout should promote privacy, accessibility, and infection control, creating a calm, professional environment that supports student wellness and emergency response.

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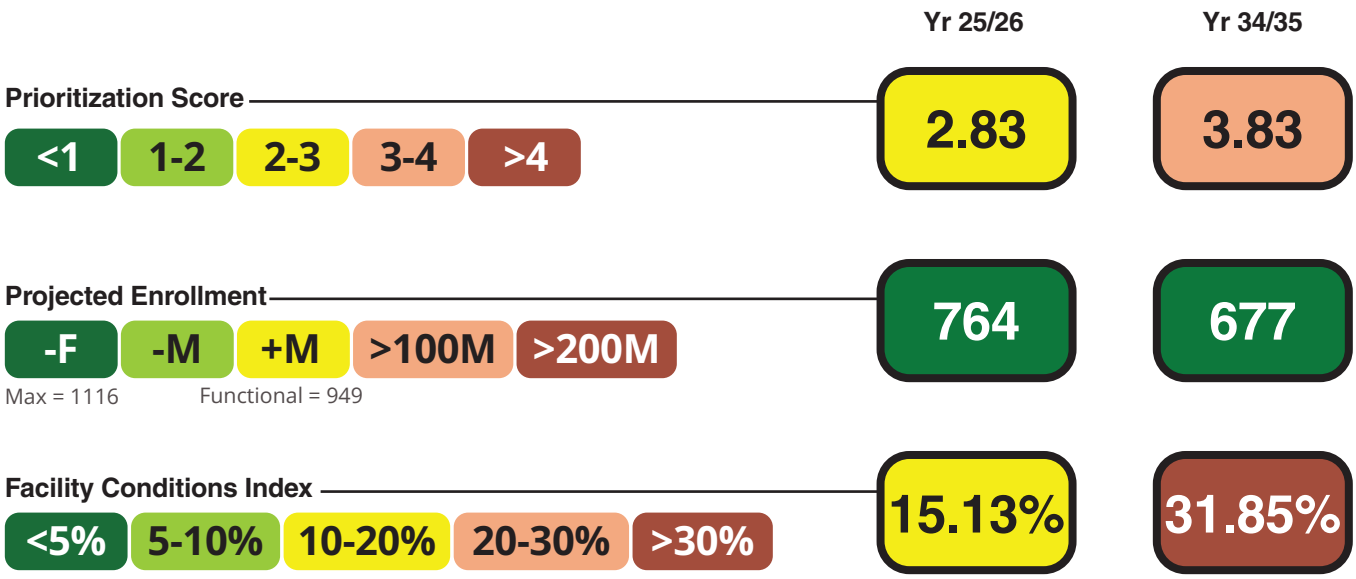
John Haley Elementary School

Campus-Specific Data

Potential Campus Enhancements

Aerial photo is included to allow for easy visual assessment of the campus.





Enhancement Narratives

Facility Conditions Enhancements

The below list is not prioritized, but a list of potential maintenance improvements that have been identified as poor or critical needs as of 2025 that if remedied would begin to positively impact the current declining conditions of the campus that would ultimately change the FCI score. For specific details, refer to Ameresco's ***AssetPlanner***™ database.

① **Electrical System Upgrades**

② **Plumbing System Upgrades**

③ **HVAC System Upgrades (Including Corridor HVAC)**

④ **Exterior Doors**

⑤ **Roadways and Parking Lots**

⑥ **Site Lighting**

⑦ **Site Development**

⑧ **Gym Replacement**

⑨ **Accessibility Compliance**

Continued

John Haley Elementary School

Adequacy and Suitability General Enhancements

The below list is not prioritized, but a list of potential facility improvements that have been identified that help align and foster progress towards established District goals. Refer to Section 07 for descriptions of these recommendations.

1. **Wayfinding**
2. **Adaptable Learning Environments**
3. **Furniture Refresh Continuation**
4. **Right-Size Classrooms**
5. **Dedicated Combination Science Classroom/Lab and Prep Room**
6. **Dedicated STEM/STEAM Lab**
7. **Multi-Use Spaces**
8. **Activated Corridors**
9. **Outdoor Learning Environments**

Adequacy and Suitability Campus-Specific Enhancements

The below list is not prioritized, but a list of potential facility improvements that have been identified that help align and foster progress towards established District goals.

10. **Library**
    Current: The Library is undersized and traditional in design, focused primarily on book circulation and quiet reading areas. Spaces are often static, with limited flexibility and little technology to support interactive learning, collaboration, or media creation.
    Recommendation: Transform the library into an engaging, multi-use learning hub that supports reading, research, and exploration. Include areas for storytelling, small-group instruction, and independent discovery, along with technology for digital literacy and creative projects. The space should serve as the heart of the school—welcoming, flexible, and connected to classroom learning.

11. **Music Room**
    Current: The existing elementary music room is traditional in setup, designed mainly for seated, whole-group instruction. It lacks sound isolation from nearby classrooms, has minimal acoustic treatment, and offers limited space for movement or instrument storage.
    Recommendation: Renovate the music room to support active, engaging music education. Provide proper acoustics and sound separation, open floor space for movement and ensemble activities, and dedicated storage for instruments and materials. The room should be vibrant, flexible, and inspiring—supporting creativity, performance, and a lifelong appreciation of music.

12. **Student Restrooms**
    Current: Student restrooms are outdated, with aging fixtures, worn finishes, and frequent maintenance needs. Plumbing issues, inconsistent ventilation, and deteriorating materials contribute to unpleasant conditions and increased operational demands for custodial staff.
    Recommendation: Renovate student restrooms with durable, low-maintenance materials and modern fixtures that improve hygiene, accessibility, and efficiency. Provide adequate ventilation, lighting, and privacy while ensuring layouts allow for safe supervision.

13. **Storage**
    Current: Campus lacks sufficient and appropriately located storage, resulting in instructional materials and supplies being kept in classrooms or corridors. In some cases, deliveries cannot be efficiently managed due to limited access for large shipments or pallets.
    Recommendation: Provide ample, secure storage throughout the campus, including centralized supply areas with dedicated loading and pallet access points and grade-level storage rooms. This ensures safe, efficient delivery and organization of instructional and operational materials while keeping learning spaces clear and orderly.

14. **Nurse's Office**
    Current: The existing nurse's office is undersized and lacks adequate space for privacy, isolation, and simultaneous care of multiple students. Limited room for storage, rest cots, and medical supplies restricts efficiency and comfort, making it difficult to provide appropriate health services during busy times.
    Recommendation: Expand and redesign the nurse's office to include distinct areas for patient care, isolation, and rest, as well as secure storage for medical records and supplies. The layout should promote privacy, accessibility, and infection control, creating a calm, professional environment that supports student wellness and emergency response.

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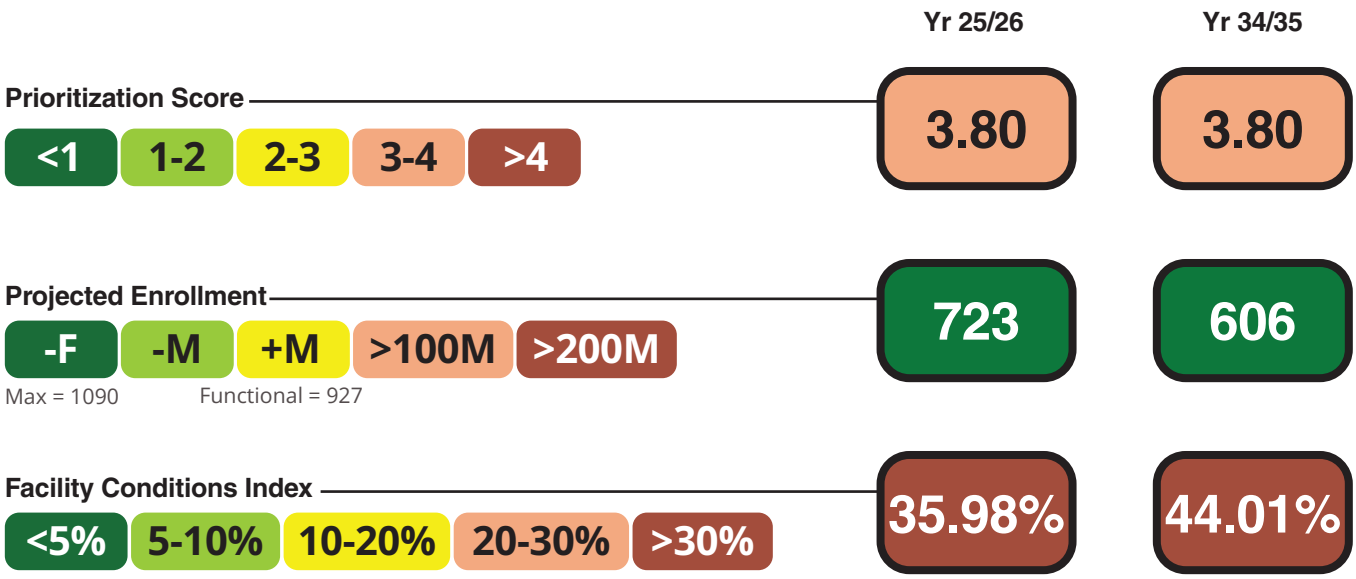
Johnston Elementary School

Campus-Specific Data

Potential Campus Enhancements

Aerial photo is included to allow for easy visual assessment of the campus.





Enhancement Narratives

Facility Conditions Enhancements

The below list is not prioritized, but a list of potential maintenance improvements that have been identified as poor or critical needs as of 2025 that if remedied would begin to positively impact the current declining conditions of the campus that would ultimately change the FCI score. For specific details, refer to Ameresco's ***AssetPlanner***™ database.

① **HVAC System Upgrades (Including Corridor HVAC)**

② **Site Development**

③ **Pedestrian Paving**

④ **Site Utilities**

⑤ **Foundations**

⑥ **Plumbing System Upgrade**

⑦ **Planned Renovations**

⑧ **Gym Replacement**

⑨ **Accessibility Compliance**

Continued

Johnston Elementary School

Adequacy and Suitability General Enhancements

The below list is not prioritized, but a list of potential facility improvements that have been identified that help align and foster progress towards established District goals. Refer to Section 07 for descriptions of these recommendations.

1. **Wayfinding**
2. **Adaptable Learning Environments**
3. **Furniture Refresh Continuation**
4. **Right-Size Classrooms**
5. **Dedicated Combination Science Classroom/Lab and Prep Room**
6. **Dedicated STEM/STEAM Lab**
7. **Multi-Use Spaces**
8. **Activated Corridors**
9. **Outdoor Learning Environments**

Adequacy and Suitability Campus-Specific Enhancements

The below list is not prioritized, but a list of potential facility improvements that have been identified that help align and foster progress towards established District goals.

10. **Student Restrooms**

Current: Some student restrooms have excessive visibility, allowing direct sight-lines to urinals and compromising privacy. In the special education classroom, the shared "Jack and Jill" restroom includes both a boys' and a girls' stall within the same space, creating privacy and supervision concerns.
Recommendation: Reconfigure restroom layouts to balance privacy and supervision. Adjust sight-lines to eliminate visibility of urinals, and separate gender-specific fixtures in shared restrooms. Ensure all student restrooms provide appropriate privacy, accessibility, and age-appropriate design while maintaining safety and ease of monitoring.

11. **Cafeteria/Stage**

Current: The cafeteria is undersized for current enrollment, creating crowding, noise, and poor traffic flow. Acoustics are inadequate, and the adjacent stage has a worn curtain and outdated pulley system that limit performance use.
Recommendation: Expand and renovate the cafeteria and stage to improve capacity, acoustics, and functionality. Upgrade sound and lighting systems, replace the curtain and rigging with modern, easy-to-use equipment.

12. **Library/Media Center**

Current: The Library is undersized and traditional in design, focused primarily on book circulation and quiet reading areas. Spaces are often static, with limited flexibility and little technology to support interactive learning, collaboration, or media creation.
Recommendation: Transform the library into an engaging, multi-use learning hub that supports reading, research, and exploration. Include areas for storytelling, small-group instruction, and independent discovery, along with technology for digital literacy and creative projects. The space should serve as the heart of the school—welcoming, flexible, and connected to classroom learning.

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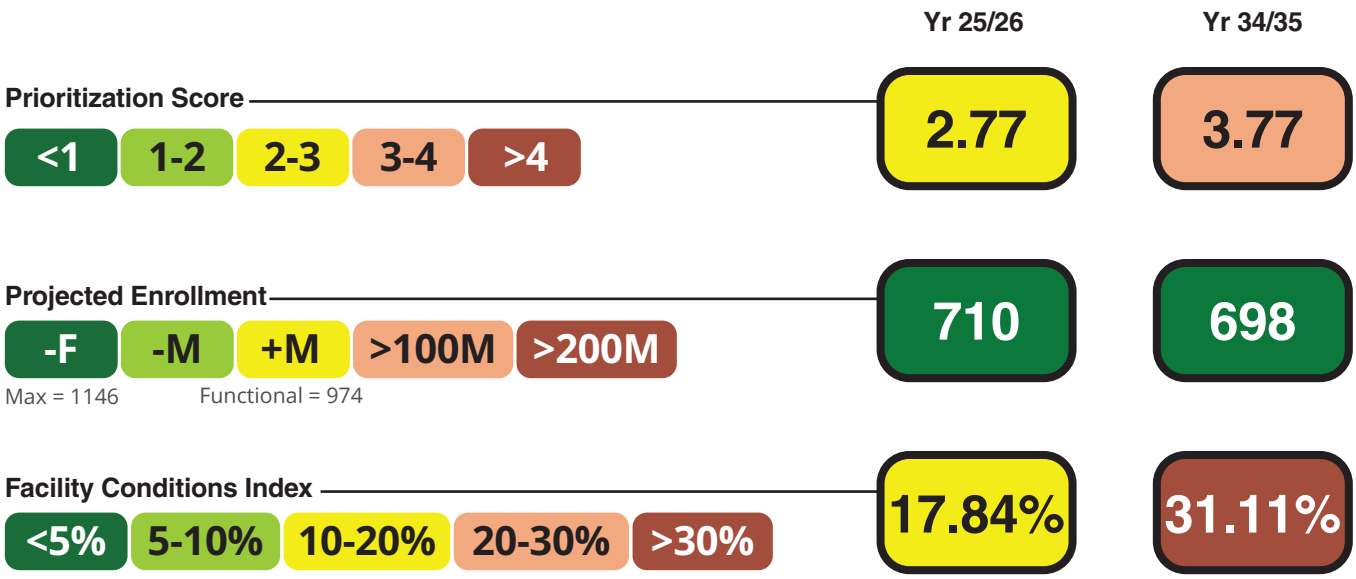
Keyes Elementary School

Campus-Specific Data

Potential Campus Enhancements

Aerial photo is included to allow for easy visual assessment of the campus.





Enhancement Narratives

Facility Conditions Enhancements

The below list is not prioritized, but a list of potential maintenance improvements that have been identified as poor or critical needs as of 2025 that if remedied would begin to positively impact the current declining conditions of the campus that would ultimately change the FCI score. For specific details, refer to Ameresco's ***AssetPlanner***™ database.

① **Plumbing System Upgrades**

② **Electrical System Upgrades**

③ **HVAC System Upgrades (Including Corridor HVAC)**

④ **Interior Upgrades**

⑤ **Site Development**

⑥ **Site Utilities**

⑦ **Site Lighting**

⑧ **Gym Replacement**

⑨ **Accessibility Compliance**

Continued

Keyes Elementary School

Adequacy and Suitability General Enhancements

The below list is not prioritized, but a list of potential facility improvements that have been identified that help align and foster progress towards established District goals. Refer to Section 07 for descriptions of these recommendations.

1. **Secured Perimeter Fencing**
2. **Adaptable Learning Environments**
3. **Furniture Refresh Continuation**
4. **Right-Size Classrooms**
5. **Dedicated Combination Science Classroom/Lab and Prep Room**
6. **Multi-Use Spaces**
7. **Activated Corridors**
8. **Outdoor Learning Environments**

Adequacy and Suitability Campus-Specific Enhancements

The below list is not prioritized, but a list of potential facility improvements that have been identified that help align and foster progress towards established District goals.

9. **Library/Media Center**

Current: The elementary library is not centrally located on campus, making access difficult for some grade levels and limiting its use as a shared learning hub. Its location reduces visibility and connectivity to core instructional areas, diminishing opportunities for integration with classroom activities. It is also undersized based on student capacity.

Recommendation: Relocate or reconfigure the library to correct square footage and move to more central, accessible location that serves as the academic heart of the campus. Ensure clear visibility, inviting entrances, and adjacency to key learning areas. The space should function as an inclusive hub for reading, research, and collaboration, supporting both individual and group learning.

10. **Cafeteria**

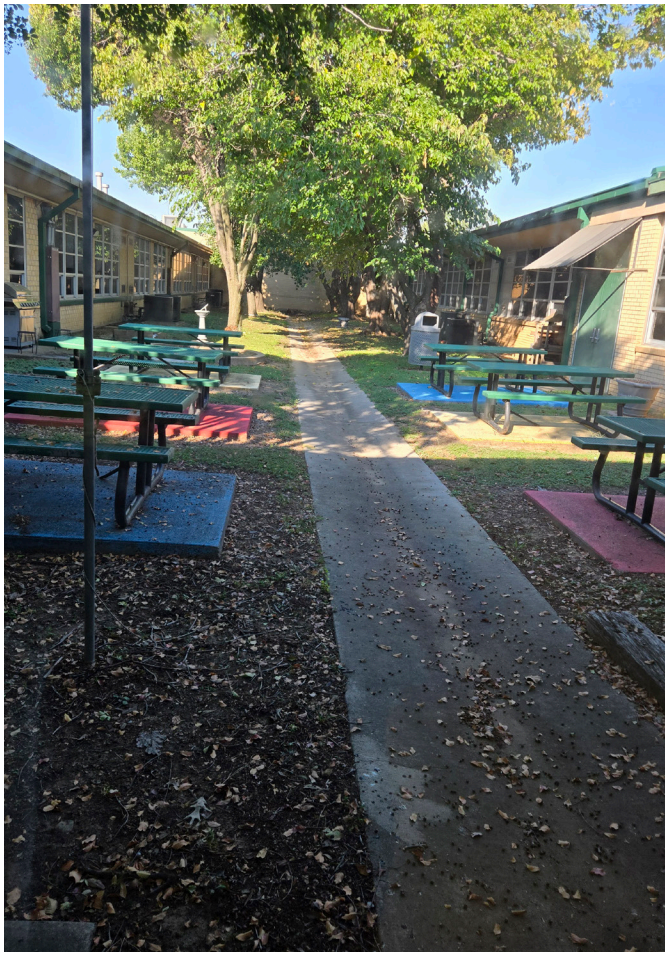
Current: The existing cafeteria is undersized for current enrollment, resulting in crowded lunch periods, limited seating, and challenging traffic flow. The space also serves multiple purposes, such as assemblies and performances, but lacks the acoustics, lighting, and storage needed to support these functions effectively.

Recommendation: Expand and redesign the cafeteria to accommodate the full student population comfortably and safely. Provide adequate seating, clear circulation routes for serving and exiting, and flexible space for performances or school gatherings. Incorporate improved acoustics, durable finishes, natural light, and child-scaled design elements to create a welcoming environment that supports both dining and community use.

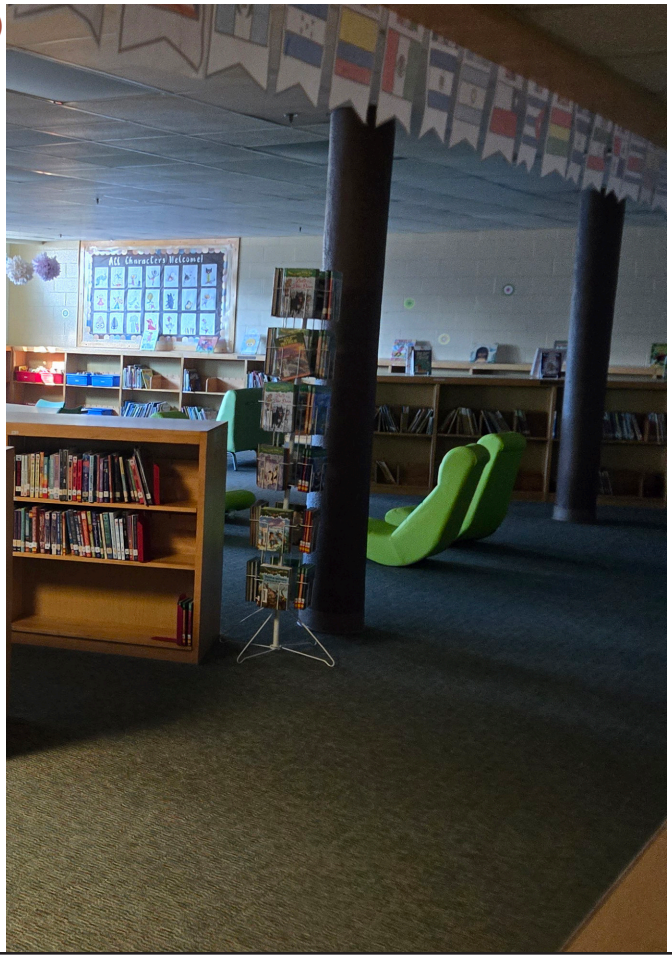
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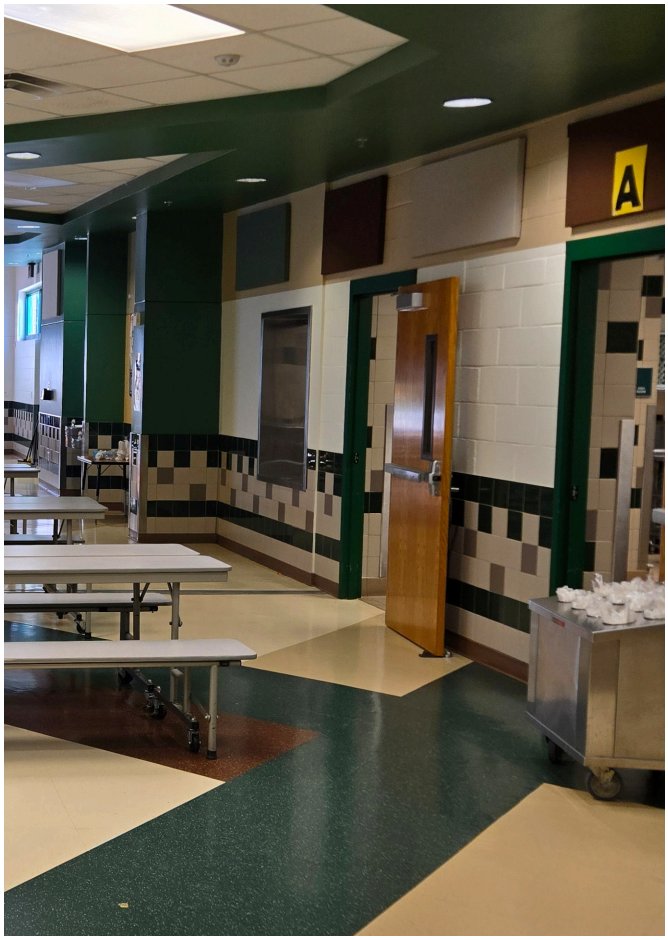
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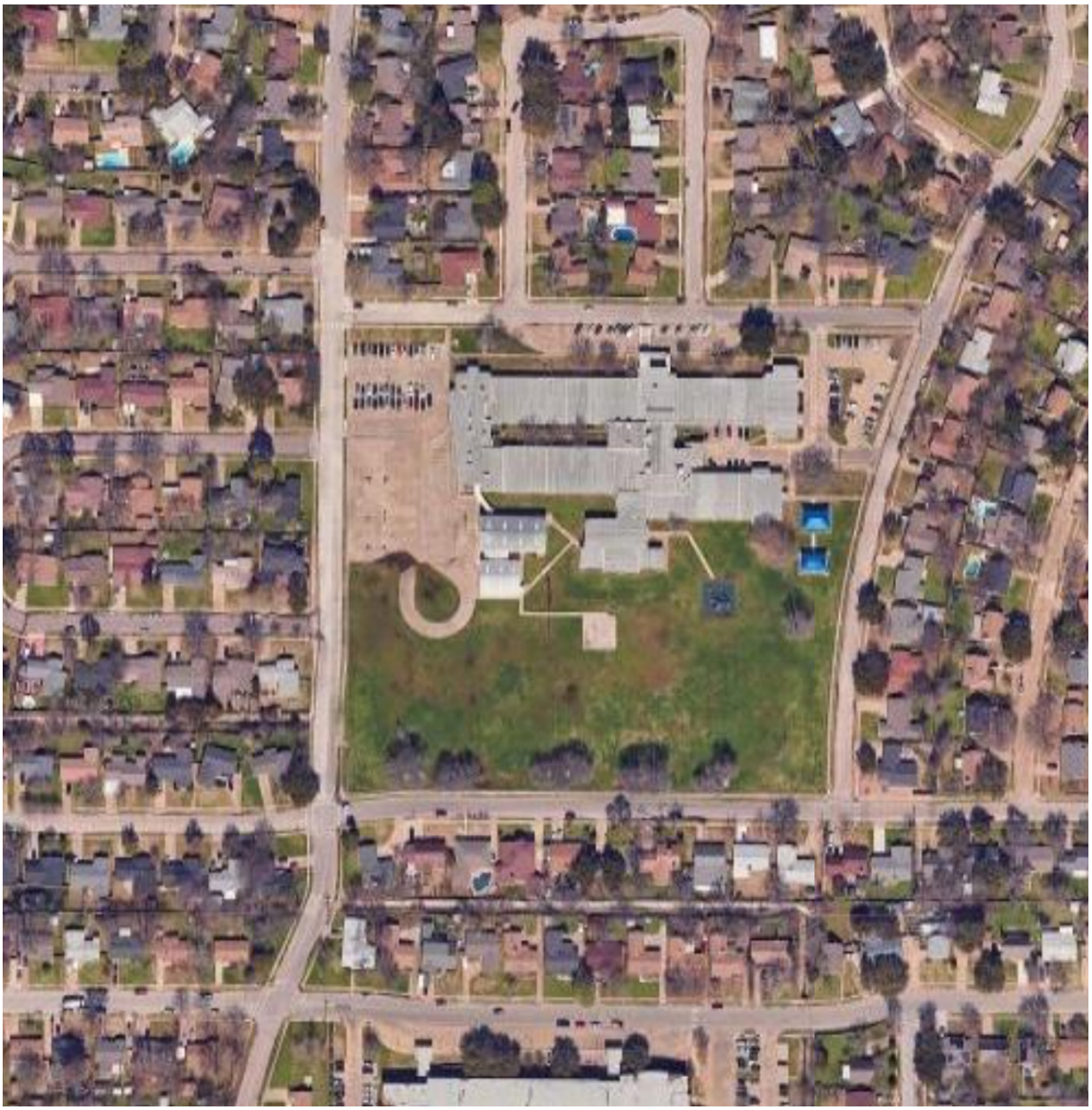


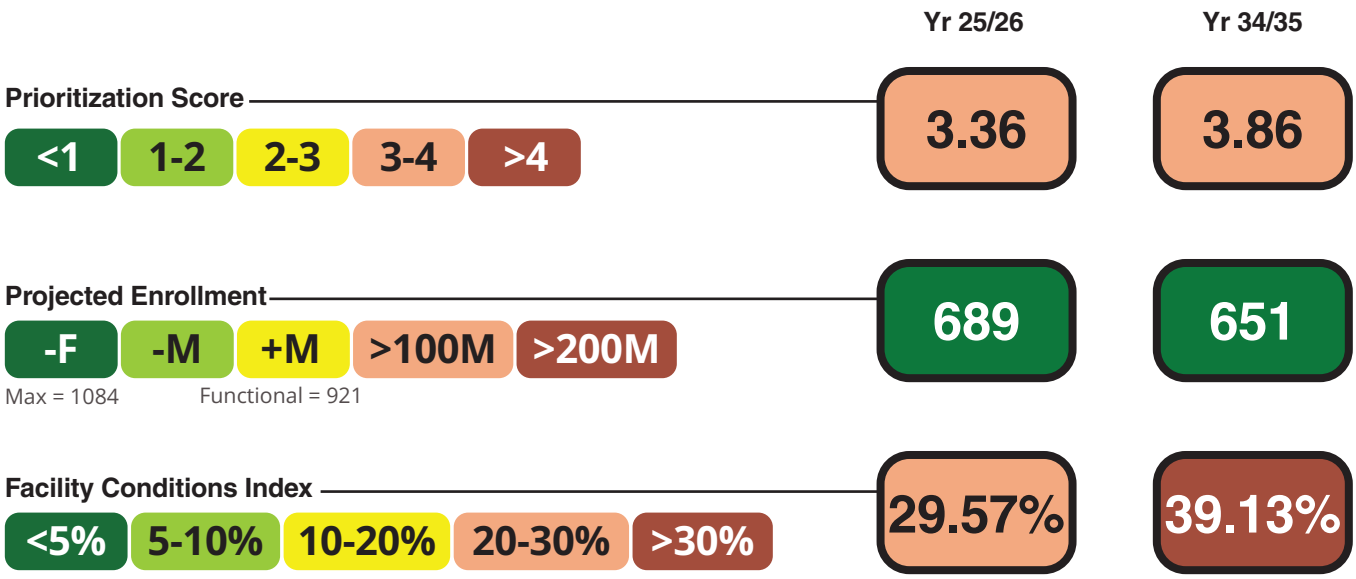
Lee Elementary School

Campus-Specific Data

Potential Campus Enhancements

Aerial photo is included to allow for easy visual assessment of the campus.





Enhancement Narratives

Facility Conditions Enhancements

The below list is not prioritized, but a list of potential maintenance improvements that have been identified as poor or critical needs as of 2025 that if remedied would begin to positively impact the current declining conditions of the campus that would ultimately change the FCI score. For specific details, refer to Ameresco's ***AssetPlanner***™ database.

① **Interior Upgrades**

② **HVAC System Upgrades (Including Corridor HVAC)**

③ **Electrical System Upgrades**

④ **Plumbing System Upgrades**

⑤ **Site Development**

⑥ **Foundations**

⑦ **Roadways and Parking Lots**

⑧ **Planned Renovations**

⑨ **Gym Replacement**

Continued

Lee Elementary School

Adequacy and Suitability General Enhancements

The below list is not prioritized, but a list of potential facility improvements that have been identified that help align and foster progress towards established District goals. Refer to Section 07 for descriptions of these recommendations.

1. **Secured Perimeter Fencing**
2. **Adaptable Learning Environments**
3. **Furniture Refresh Continuation**
4. **Right-Size Classrooms**
5. **Dedicated Combination Science Classroom/Lab and Prep Room**
6. **Multi-Use Spaces**
7. **Activated Corridors**
8. **Outdoor Learning Environments**

Adequacy and Suitability Campus-Specific Enhancements

The below list is not prioritized, but a list of potential facility improvements that have been identified that help align and foster progress towards established District goals.

9 Art Classroom

Current: The elementary art classroom has limited natural light, reducing the quality of the creative environment. The kiln and additional storage are located in a nearby closet rather than directly connected to the classroom, and other art supplies are stored in a nearby MDF room, creating inefficiencies and safety concerns.
Recommendation: Renovate or relocate the art classroom to provide ample natural light and direct access to properly ventilated kiln and supply storage areas. Consolidate materials and equipment within or adjacent to the classroom to improve safety, supervision, and instructional flow. The updated space should be bright, organized, and inspiring—supporting creativity and hands-on learning.

10 Nurse's Office

Current: The elementary nurse's office restroom includes a shower but lacks a sink, requiring students and staff to use the adult-sized sink located in the cot area. This layout limits hygiene, accessibility, and functionality for student care.
Recommendation: Renovate the nurse's office to include an appropriately sized sink within the restroom and a child-accessible hand washing station in the main care area. Ensure proper plumbing, privacy, and accessibility while maintaining clear separation between medical, rest, and restroom functions.

11 Cafeteria and Stage

Current: The cafeteria is undersized, requiring eight lunch periods and leaving no space for full-school assemblies. Stage technology is outdated, the curtain is worn, and there's no table storage. Stage rooms are used for custodial and PTA storage, and breakfast carts take up dining space.
Recommendation: Expand and modernize the cafeteria and stage to improve capacity, technology, and functionality. Provide built-in AV systems, new stage equipment, and dedicated storage for tables and carts. The updated space should efficiently support dining, assemblies, and performances.

12 Gym Storage

Gym storage is needed because space is shared with YMCA.

13 Pick-Up and Drop-Off Areas

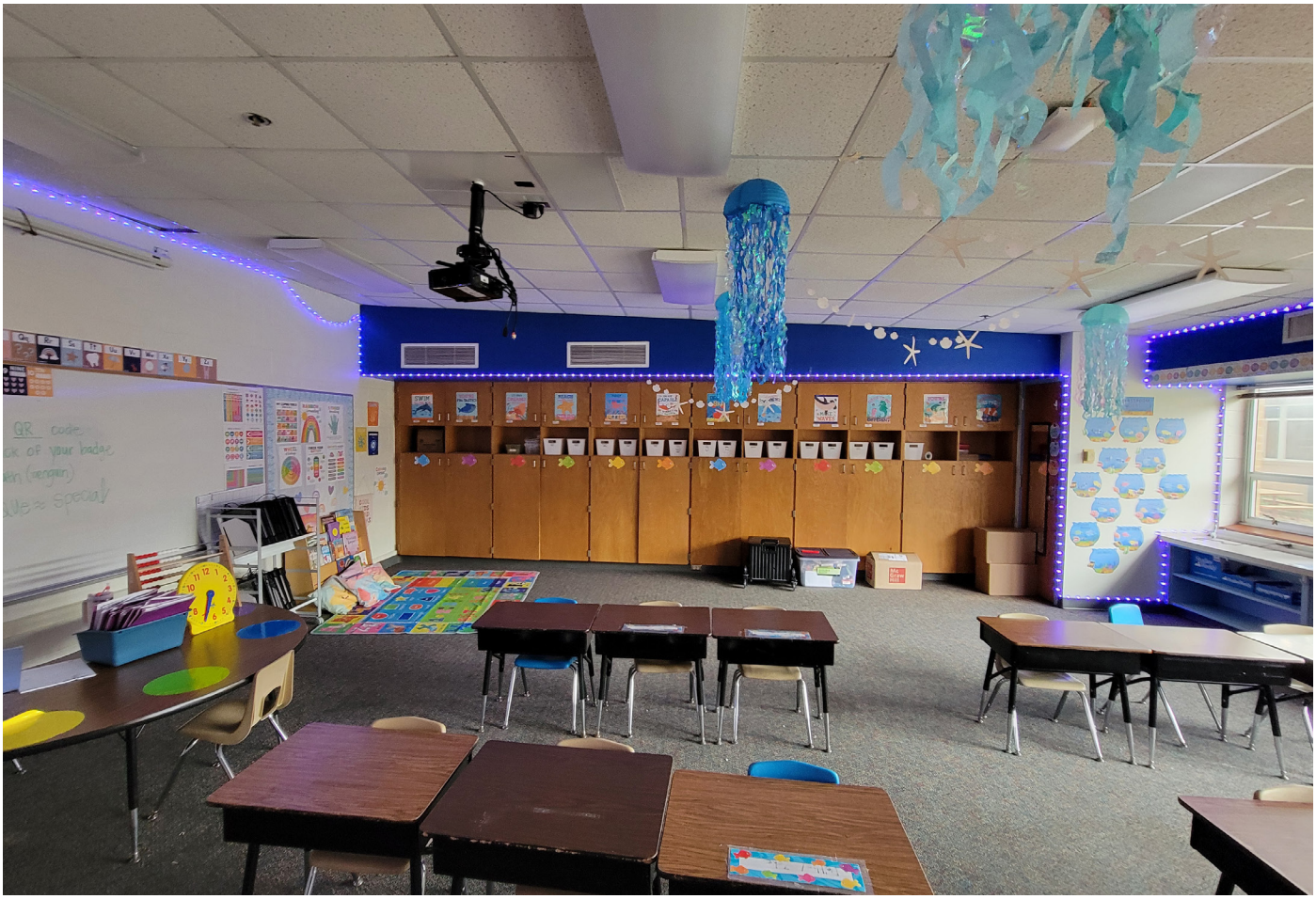
Current: The one-way street leads to unsafe U-turns near crosswalks, and parents using the west lot disrupt bus traffic. With 16 buses—the most of any elementary—congestion and safety concerns are high. Weekend parking on the lawn causes erosion and past student injuries.
Recommendation: Redesign traffic flow to separate buses and parent vehicles, eliminate unsafe turns, and reinforce parking areas. Add clear signage and safe pedestrian routes to improve safety and efficiency.

14 Library/Media Center

Current: The library is undersized based on student enrollment and traditional in design, focused primarily on book circulation and quiet reading areas. Spaces are often static, with limited flexibility and little technology to support interactive learning, collaboration, or media creation.
Recommendation: Transform the library into an engaging, multi-use learning hub that supports reading, research, and exploration. Include areas for storytelling, small-group instruction, and independent discovery, along with technology for digital literacy and creative projects. The space should serve as the heart of the school—welcoming, flexible, and connected to classroom learning.

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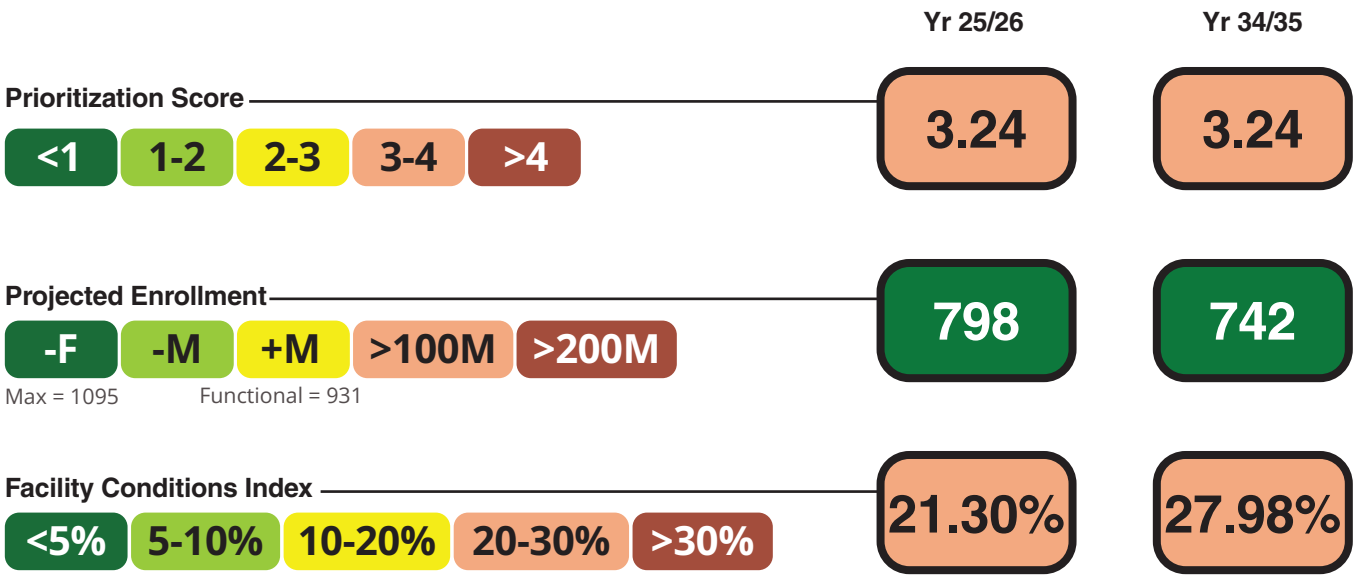
Lively Elementary School

Campus-Specific Data

Potential Campus Enhancements

Aerial photo is included to allow for easy visual assessment of the campus.





Enhancement Narratives

Facility Conditions Enhancements

The below list is not prioritized, but a list of potential maintenance improvements that have been identified as poor or critical needs as of 2025 that if remedied would begin to positively impact the current declining conditions of the campus that would ultimately change the FCI score. For specific details, refer to Ameresco's ***AssetPlanner***™ database.

① **Plumbing System Upgrades**

② **Interior Upgrades**

③ **HVAC System Upgrades (Including Corridor HVAC)**

④ **Roofing**

⑤ **Site Lighting**

⑥ **Gym Replacement**

⑦ **Accessibility Compliance**

Continued

Lively Elementary School

Adequacy and Suitability General Enhancements

The below list is not prioritized, but a list of potential facility improvements that have been identified that help align and foster progress towards established District goals. Refer to Section 07 for descriptions of these recommendations.

1. **Adaptable Learning Environments**
2. **Furniture Refresh Continuation**
3. **Right-Size Classrooms**
4. **Dedicated Combination Science Classroom/Lab and Prep Room**
5. **Dedicated STEM/STEAM Lab**
6. **Multi-Use Spaces**
7. **Activated Corridors**

Adequacy and Suitability Campus-Specific Enhancements

The below list is not prioritized, but a list of potential facility improvements that have been identified that help align and foster progress towards established District goals.

8. **Library/Media Center**
   Current: The elementary library is undersized and not centrally located, making access less convenient for some grade levels. Its placement limits visibility and integration with daily classroom activities.
   Recommendation: Relocate or expand the library to a more central, accessible location. Provide sufficient space for reading, collaboration, and digital learning, ensuring the library serves as an inviting hub that connects students, teachers, and resources.

9. **Cafeteria and Stage**
   Current: The cafeteria is undersized for the student population, leading to crowding during meal times. The stage is also outdated, with sound, lighting, curtain, and display systems in need of significant upgrades.
   Recommendation: Expand the cafeteria to provide adequate seating and improve circulation. Modernize the stage with updated sound, lighting, curtain, and display equipment to support performances, assemblies, and multipurpose events.

10. **Staff Restrooms**
    Current: Staff restrooms are limited in number and insufficient for the size of the staff. Their locations often require staff to travel long distances during the day, causing inconvenience and loss of instructional time.
    Recommendation: Increase the number of staff restrooms and distribute them strategically across campus for easy access. Ensure they are appropriately sized, private, and equipped with durable, easy-to-maintain fixtures to support staff comfort and efficiency.


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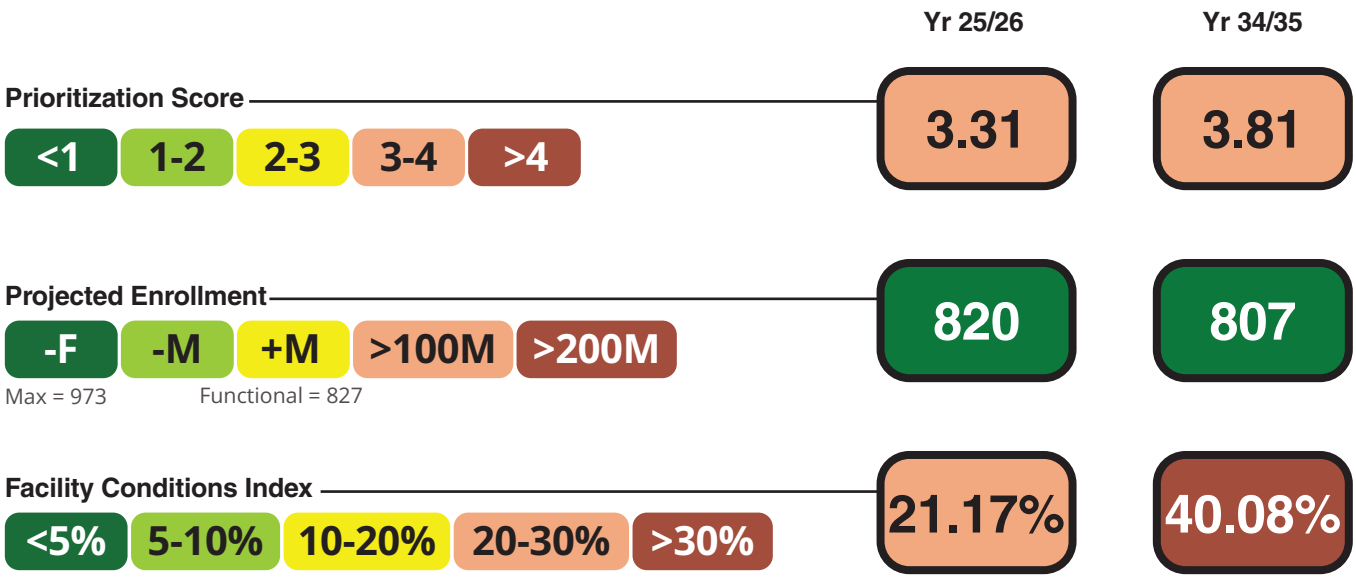
Schulze Elementary School

Campus-Specific Data

Potential Campus Enhancements

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Enhancement Narratives

Facility Conditions Enhancements

The below list is not prioritized, but a list of potential maintenance improvements that have been identified as poor or critical needs as of 2025 that if remedied would begin to positively impact the current declining conditions of the campus that would ultimately change the FCI score. For specific details, refer to Ameresco's ***AssetPlanner***™ database.

① **Plumbing System Upgrades**

② **Interior Upgrades**

③ **Site Utilities**

④ **Roofing**

⑤ **HVAC System Upgrades (Including Corridor HVAC)**

⑥ **Fire Protection**

⑦ **Gym Replacement**

⑧ **Accessibility Compliance**

Continued

Schulze Elementary School

Adequacy and Suitability General Enhancements

The below list is not prioritized, but a list of potential facility improvements that have been identified that help align and foster progress towards established District goals. Refer to Section 07 for descriptions of these recommendations.

1. **Wayfinding**
2. **Adaptable Learning Environments**
3. **Furniture Refresh Continuation**
4. **Right-Size Classrooms**
5. **Dedicated Combination Science Classroom/Lab and Prep Room**
6. **Dedicated STEM/STEAM Lab**
7. **Multi-Use Spaces**
8. **Activated Corridors**

Adequacy and Suitability Campus-Specific Enhancements

The below list is not prioritized, but a list of potential facility improvements that have been identified that help align and foster progress towards established District goals.

9 Library/Media Center

Current: The elementary library is undersized and a traditional environment focused mainly on book storage and quiet reading. It lacks flexible space, technology integration, and opportunities for collaboration or hands-on learning.
Recommendation: Transform the library into a dynamic, multi-purpose learning hub with zones for reading, group work, storytelling, and digital exploration. Incorporate flexible layouts, updated technology, and inviting design elements to support creativity, collaboration, and a love of learning.

10 Administration Offices

Current: Administrative spaces are decentralized, and the main office is small with limited space for meetings and privacy. This reduces efficiency and visibility to the main entry.
Recommendation: Expand the main office near the entry while keeping decentralized offices for the principal and assistant principal to stay connected across campus. Include adequate space for reception, meetings, and secure storage.

11 Cafeteria

Current: The cafeteria is undersized, accommodating only about 230 students per lunch period. This limited capacity requires multiple lunch periods and restricts use of the space for assemblies and student performances.
Recommendation: Expand the cafeteria to increase capacity and improve circulation and serving efficiency. Incorporate flexible design features, enhanced acoustics, and appropriate technology to support dining, assemblies, and student performances in a safe, comfortable, and welcoming environment.

12 Pick-Up and Drop-Off Areas

Current: The campus has only one access point, making traffic flow congested and unsafe. Left turns in and out are difficult or infeasible, causing backups and delays during arrival and dismissal times.
Recommendation: Redesign site circulation to improve access and safety by adding or reconfiguring entry and exit points. Provide separate lanes for buses and parent vehicles, clear signage, and efficient traffic flow to minimize congestion and ensure safe, orderly pick-up and drop-off operations.

13 Student Restrooms

Current: The elementary restrooms are outdated and undersized, with aging fixtures and limited space that make supervision and maintenance difficult.
Recommendation: Renovate restrooms with modern, durable fixtures and materials sized appropriately for younger students. Improve accessibility, ventilation, and layout to ensure clean, safe, and efficient facilities that support daily use and ease of supervision.

14 Storage

Current: Storage rooms are overcrowded, lack climate control, and are being used beyond their intended purpose. One conference room is also being used for storage, reducing available meeting space.
Recommendation: Provide adequate, climate-controlled storage areas sized for instructional and operational needs. Consolidate materials into designated spaces to free up shared rooms and maintain organized, efficient, and safe storage across campus.

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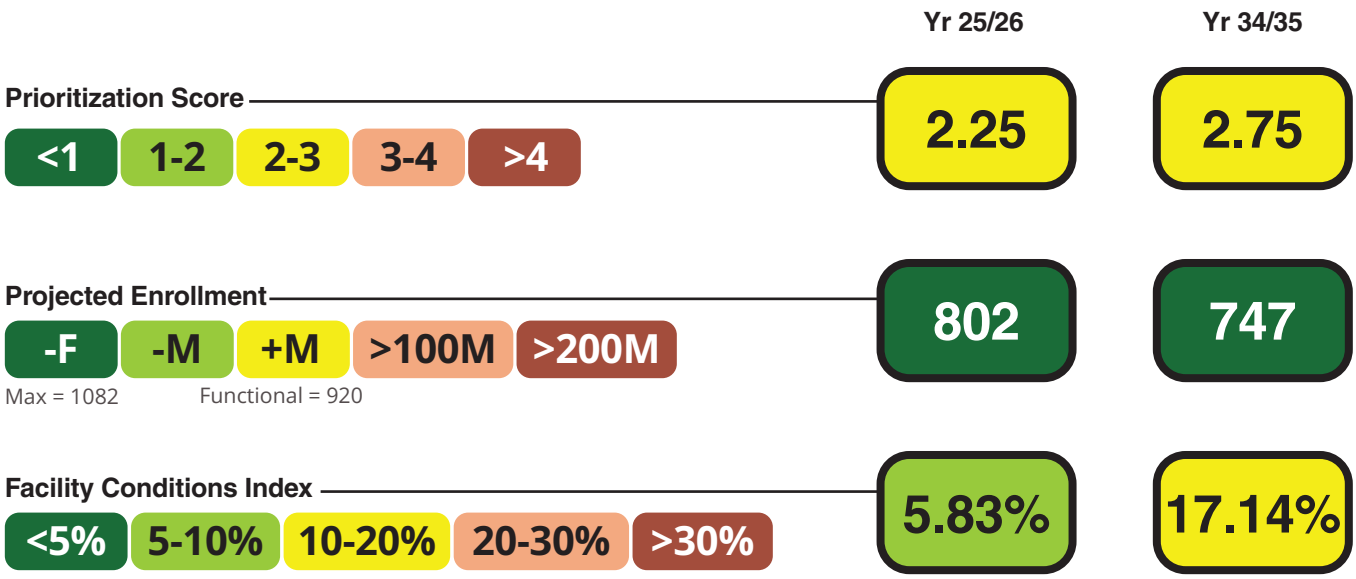
Stipes Elementary School

Campus-Specific Data

Potential Campus Enhancements

Aerial photo is included to allow for easy visual assessment of the campus.





Enhancement Narratives

Facility Conditions Enhancements

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① **HVAC System Upgrades (Includes Corridor HVAC)**

② **Interior Upgrades**

③ **Site Development**

④ **Accessibility Compliance**

Continued

Stipes Elementary School

Adequacy and Suitability General Enhancements

The below list is not prioritized, but a list of potential facility improvements that have been identified that help align and foster progress towards established District goals. Refer to Section 07 for descriptions of these recommendations.

1. **Secured Perimeter Fencing**
2. **Adaptable Learning Environments**
3. **Furniture Refresh Continuation**
4. **Right-Size Classrooms**
5. **Dedicated Combination Science Classroom/Lab and Prep Room**
6. **Dedicated STEM/STEAM Lab**
7. **Multi-Use Spaces**
8. **Activated Corridors**
9. **Outdoor Learning Environments**

Adequacy and Suitability Campus-Specific Enhancements

The below list is not prioritized, but a list of potential facility improvements that have been identified that help align and foster progress towards established District goals.

10. **Library/Media Center**

Current: The elementary library is undersized and a traditional environment focused mainly on book storage and quiet reading. It lacks flexible space, technology integration, and opportunities for collaboration or hands-on learning.
Recommendation: Transform the library into a dynamic, multi-purpose learning hub with zones for reading, group work, storytelling, and digital exploration. Incorporate flexible layouts, updated technology, and inviting design elements to support creativity, collaboration, and a love of learning.

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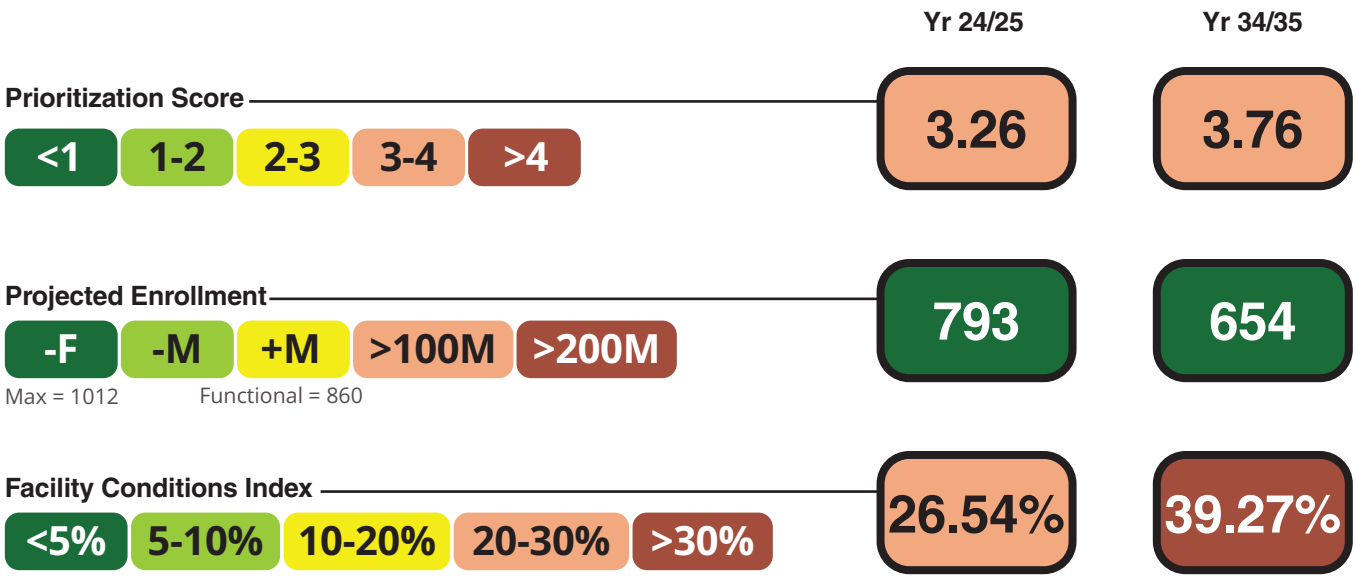
Thomas Haley Elementary School

Campus-Specific Data

Potential Campus Enhancements

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Enhancement Narratives

Facility Conditions Enhancements

The below list is not prioritized, but a list of potential maintenance improvements that have been identified as poor or critical needs as of 2025 that if remedied would begin to positively impact the current declining conditions of the campus that would ultimately change the FCI score. For specific details, refer to Ameresco's ***AssetPlanner***™ database.

① **Electrical System Upgrades**

② **Plumbing System Upgrades**

③ **HVAC System Upgrades (Includes Corridor HVAC)**

④ **Interior Upgrade**

⑤ **Fire Protection**

⑥ **Roofing**

⑦ **Site Development**

⑧ **Exterior Doors**

⑨ **Athletic Equipment**

⑩ **Gym Replacement**

⑪ **Planned Renovations**

⑫ **Accessibility Compliance**

Continued

Thomas Haley Elementary School

Adequacy and Suitability General Enhancements

The below list is not prioritized, but a list of potential facility improvements that have been identified that help align and foster progress towards established District goals. Refer to Section 07 for descriptions of these recommendations.

1. **Secured Perimeter Fencing**
2. **Wayfinding**
3. **Adaptable Learning Environments**
4. **Furniture Refresh Continuation**
5. **Right-Size Classrooms**
6. **Dedicated Combination Science Classroom/Lab and Prep Room**
7. **Dedicated STEM/STEAM Lab**
8. **Multi-Use Spaces**
9. **Activated Corridors**
10. **Outdoor Learning Environments**

Adequacy and Suitability Campus-Specific Enhancements

The below list is not prioritized, but a list of potential facility improvements that have been identified that help align and foster progress towards established District goals.

11. **Library/Media Center**
    Current: The library is undersized for the current student population, limiting space for reading, research, and group activities. It cannot comfortably accommodate multiple classes or collaborative learning.
    Recommendation: Expand the library to provide adequate space for the full student population, including areas for reading, technology use, and small-group instruction.

12. **Cafeteria**
    Current: The cafeteria is undersized, accommodating only about 208 students per lunch period. This limited capacity requires multiple lunch periods and restricts the space's use for other school activities.
    Recommendation: Expand the cafeteria to increase seating capacity and improve circulation. Design the space to support both dining and multipurpose functions such as assemblies and student performances, with durable finishes and efficient serving layouts.

11



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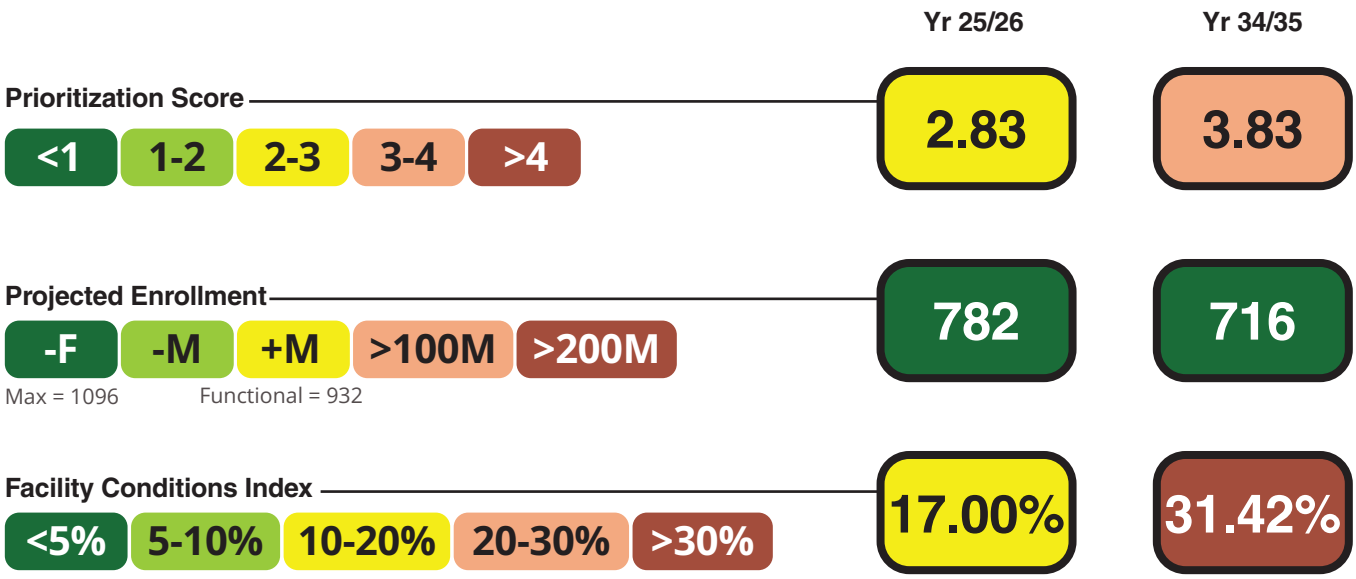
Townley Elementary School

Campus-Specific Data

Potential Campus Enhancements

Aerial photo is included to allow for easy visual assessment of the campus.





Enhancement Narratives

Facility Conditions Enhancements

The below list is not prioritized, but a list of potential maintenance improvements that have been identified as poor or critical needs as of 2025 that if remedied would begin to positively impact the current declining conditions of the campus that would ultimately change the FCI score. For specific details, refer to Ameresco's ***AssetPlanner***™ database.

① **HVAC System Upgrades (Includes Corridor HVAC)**

② **Electrical System Upgrades**

③ **Windows**

④ **Roadways and Parking Lots**

⑤ **Site Lighting**

⑥ **Plumbing System Upgrades**

⑦ **Gym Replacement**

⑧ **Accessibility Compliance**

Continued

Townley Elementary School

Adequacy and Suitability General Enhancements

The below list is not prioritized, but a list of potential facility improvements that have been identified that help align and foster progress towards established District goals. Refer to Section 07 for descriptions of these recommendations.

1. **Wayfinding**
2. **Adaptable Learning Environments**
3. **Furniture Refresh Continuation**
4. **Right-Size Classrooms**
5. **Dedicated Combination Science Classroom/Lab and Prep Room**
6. **Multi-Use Spaces**
7. **Activated Corridors**
8. **Outdoor Learning Environments**

Adequacy and Suitability Campus-Specific Enhancements

The below list is not prioritized, but a list of potential facility improvements that have been identified that help align and foster progress towards established District goals.

9. **Library/Media Center**
   Current: The library is undersized for the current student population, limiting space for reading, research, and group activities. It cannot comfortably accommodate multiple classes or collaborative learning.
   Recommendation: Expand the library to provide adequate space for the full student population, including areas for reading, technology use, and small-group instruction.

10. **Art Classroom**
    Current: The art classroom is undersized with limited display space and storage. The kiln is located in an overcrowded storage room, and the sinks lack solids interceptors, creating maintenance and safety concerns. However, the room has access to an unused courtyard that could enhance instruction if improved.
    Recommendation: Expand and modernize the art classroom to include proper kiln placement with ventilation, sinks equipped with solids interceptors, and dedicated display and storage areas. Activate the adjacent courtyard as an outdoor art space to extend learning opportunities and support creativity.

11. **Nurse's Office**
    Current: The nurse's office includes two cots and a restroom and is accessible from the main corridors. However, the space is insufficient to accommodate multiple students, private consultations, and storage needs simultaneously.
    Recommendation: Expand the nurse's office to provide adequate space for patient care, isolation, and private consultation. Ensure accessibility, privacy, and efficient supervision, with dedicated storage and appropriate medical equipment to support student health.

12. **Cafeteria and Stage**
    Current: The cafeteria is overcrowded, requiring one lunch period per grade level. The small stage provides limited space for performances and assemblies, restricting its use for school events.
    Recommendation: Expand and reconfigure the cafeteria to improve capacity and functionality, and enlarge the stage to support performances and assemblies. Include upgraded acoustics, lighting, and storage to create a versatile, welcoming space for dining and school gatherings.

13. **Pick-Up and Drop-Off Areas**
    Current: Dismissal is chaotic, with traffic congestion blocking adjacent streets and the nearby four-way stop. The current layout causes significant delays and safety concerns for students, staff, and drivers.
    Recommendation: Redesign site circulation to improve traffic flow and safety during arrival and dismissal. Separate bus and parent lanes, provide clear signage and supervision zones, and coordinate with city traffic patterns to reduce congestion and ensure orderly, efficient operations.

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PreK K 1st
LIFE
K 2nd 4th 5th
Parent Center
Centro de Padres
PreK K 1st
ROOF ACCESS
ELECTRICAL
ROOM
STOP

9


¡LOS LIBROS PUEDEN LLEVARTE
PARTE!

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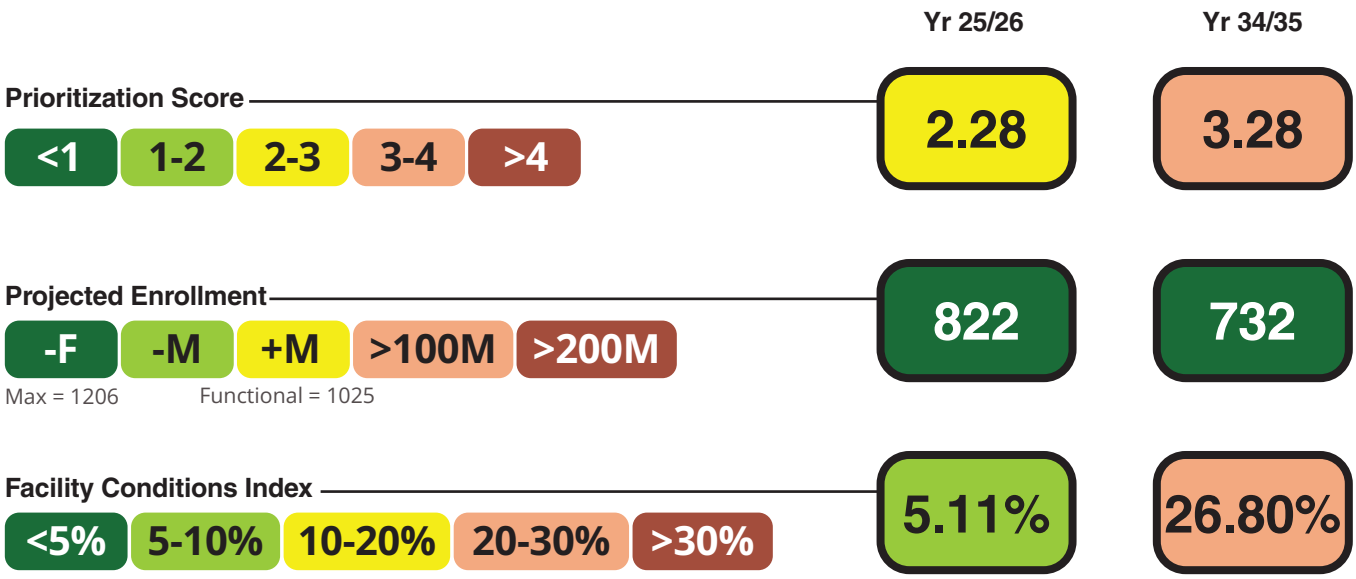
Townsell Elementary School

Campus-Specific Data

Potential Campus Enhancements

Aerial photo is included to allow for easy visual assessment of the campus.





Enhancement Narratives

Facility Conditions Enhancements

The below list is not prioritized, but a list of potential maintenance improvements that have been identified as poor or critical needs as of 2025 that if remedied would begin to positively impact the current declining conditions of the campus that would ultimately change the FCI score. For specific details, refer to Ameresco's ***AssetPlanner***™ database.

① **HVAC System Upgrades (Includes Corridor HVAC)**

② **Site Development**

③ **Plumbing System Upgrades**

④ **Accessibility Compliance**

Continued

Townsell Elementary School

Adequacy and Suitability General Enhancements

The below list is not prioritized, but a list of potential facility improvements that have been identified that help align and foster progress towards established District goals. Refer to Section 07 for descriptions of these recommendations.

1. **Secured Perimeter Fencing**
2. **Adaptable Learning Environments**
3. **Furniture Refresh Continuation**
4. **Right-Size Classrooms**
5. **Dedicated Combination Science Classroom/Lab and Prep Room**
6. **Multi-Use Spaces**
7. **Activated Corridors**
8. **Outdoor Learning Environments**

Adequacy and Suitability Campus-Specific Enhancements

The below list is not prioritized, but a list of potential facility improvements that have been identified that help align and foster progress towards established District goals.

9. **Cafeteria and Stage**
   Current: The cafeteria provides adequate space for dining; however, the stage is being used for storage, limiting its availability for performances and assemblies. The lack of proper storage impacts functionality and reduces the cafeteria's flexibility for events.
   Recommendation: Reorganize and renovate the stage area to restore its intended use for performances and gatherings. Provide dedicated storage elsewhere for equipment and supplies, and enhance stage lighting, acoustics, and accessibility to support a wide range of school and community activities.

10. **Playground**
    Current: Grades 3–5 use an adjacent city park for recess and physical activity. The area lacks perimeter fencing and is located near major roads and a pond, creating significant safety and supervision concerns.
    Recommendation: Develop a dedicated, secure playground area on campus or enhance the existing park space with perimeter fencing and controlled access. Ensure clear separation from traffic and water features, and provide age-appropriate equipment and shaded areas to support safe, engaging outdoor play.

11. **Library/Media Center**
    Current: The library is undersized for the current student population, limiting space for reading, research, and group activities. It cannot comfortably accommodate multiple classes or collaborative learning.
    Recommendation: Expand the library to provide adequate space for the full student population, including areas for reading, technology use, and small-group instruction.

9



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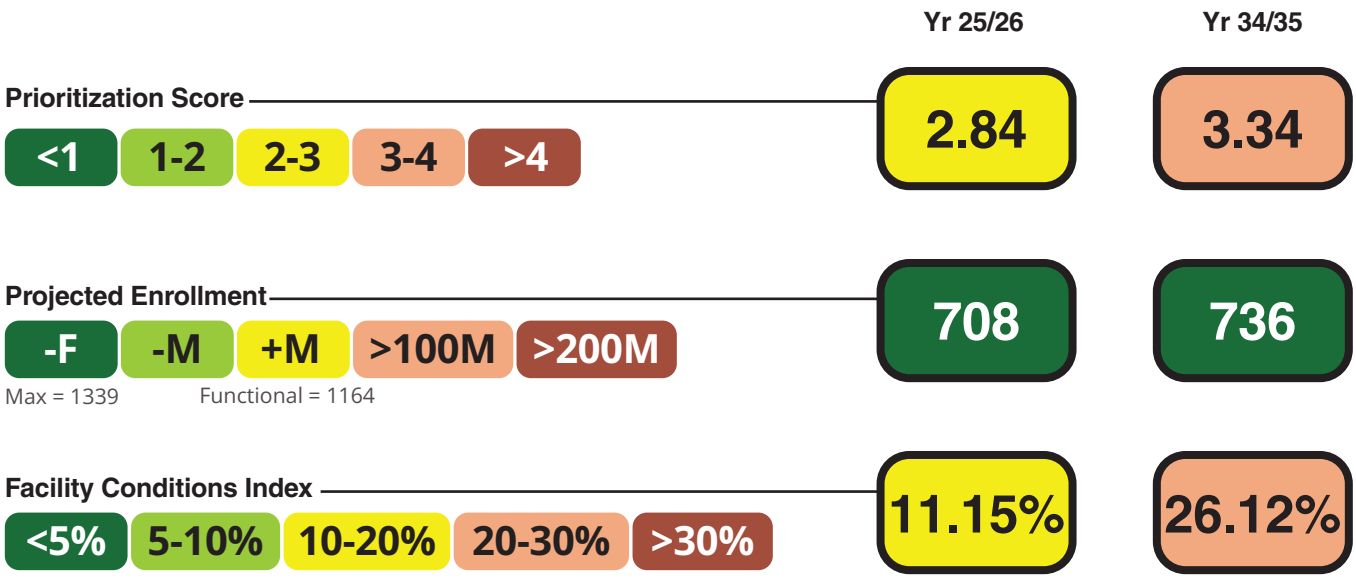
Austin Middle School

Campus-Specific Data

Potential Campus Enhancements

Aerial photo is included to allow for easy visual assessment of the campus.





Enhancement Narratives

Facility Conditions Enhancements

The below list is not prioritized, but a list of potential maintenance improvements that have been identified as poor or critical needs as of 2025 that if remedied would begin to positively impact the current declining conditions of the campus that would ultimately change the FCI score. For specific details, refer to Ameresco's ***AssetPlanner***™ database.

① **HVAC System Upgrades (Includes Corridor HVAC)**

② **Electrical System Upgrades**

③ **Athletic Equipment**

④ **Site Development**

⑤ **Windows**

⑥ **Pedestrian Paving**

⑦ **Interior Upgrades**

⑧ **Plumbing System Upgrades**

⑨ **Planned Renovations**

⑩ **Accessibility Compliance**

Continued

Austin Middle School

Adequacy and Suitability General Enhancements

The below list is not prioritized, but a list of potential facility improvements that have been identified that help align and foster progress towards established District goals. Refer to Section 07 for descriptions of these recommendations.

1. Secured Perimeter Fencing
2. Wayfinding
3. Adaptable Learning Environments
4. Furniture Refresh Continuation
5. Multi-Use Spaces
6. Activated Corridors
7. Outdoor Learning Environments
8. Athletic Facilities

Adequacy and Suitability Campus-Specific Enhancements

The below list is not prioritized, but a list of potential facility improvements that have been identified that help align and foster progress towards established District goals.

9 Art Classrooms

Current: The middle school art classrooms are undersized, limiting space for projects, storage, and student movement. The lack of adequate workspace restricts opportunities for collaborative and large-scale creative activities.
Recommendation: Expand art classrooms to provide sufficient space for individual and group projects, storage of materials, and display of student work. Include proper lighting, ventilation, and durable surfaces to support a wide range of artistic media and instructional approaches.

10 Nurse's Office

Current: The middle school nurse's office is small, with only two cots and no separate office or private area for consultations. The limited space restricts privacy, storage, and the ability to serve multiple students at once.
Recommendation: Expand the nurse's office to include dedicated areas for patient care, isolation, and private consultation, along with adequate storage for medical supplies. The updated space should promote privacy, accessibility, and efficient student health services.

11 Cafetorium & Stage

Current: The cafetorium operates with three lunch periods due to limited capacity. The small stage has minimal equipment, restricting its use for performances and assemblies. These limitations reduce flexibility for both dining and school events.
Recommendation: Expand and modernize the cafetorium to improve capacity, circulation, and functionality. Upgrade the stage with appropriate lighting, sound, and storage to support student performances and assemblies, creating a versatile and welcoming space for both dining and events.

12 Field House/Locker Rooms

Current: The campus does not have a standalone field house. Locker rooms are dated, with boys' lockers arranged in a way that makes supervision difficult and girls' lockers lacking adequate storage. Restroom areas in both locker rooms have privacy concerns due to outdated layouts.
Recommendation: Renovate and expand the athletic facilities to provide a dedicated field house or upgraded locker rooms with improved visibility, privacy, and storage. Include durable lockers, accessible restrooms, and clearly defined supervision zones to support safety, equity, and functionality for all student athletes.

13 Pick-Up & Drop-Off Areas

Current: Staff and parents share the same entry point, creating congestion and gridlock in the parking lot during arrival and dismissal. This overlap reduces efficiency and increases safety concerns for students and staff.
Recommendation: Separate staff and parent access points to improve traffic flow and safety. Provide dedicated lanes and clear signage to guide vehicles, reduce conflicts, and ensure smooth, efficient pick-up and drop-off operations.

14 Student Restrooms

Current: There are enough restrooms on campus; however, frequent maintenance issues and vandalism often lead to closures, reducing the number of available facilities below an adequate level. These conditions create inconvenience and supervision challenges.
Recommendation: Renovate restrooms with durable, vandal-resistant materials and fixtures to reduce maintenance needs. Improve lighting, visibility, and ventilation, and establish a regular maintenance schedule to ensure restrooms remain open, clean, and functional for all students.

15 Library/Media Center

Current: The library is undersized for the current student population, limiting space for reading, research, and group activities. It cannot comfortably accommodate multiple classes or collaborative learning.
Recommendation: Expand the library to provide adequate space for the full student population, including areas for reading, technology use, and small-group instruction.

12



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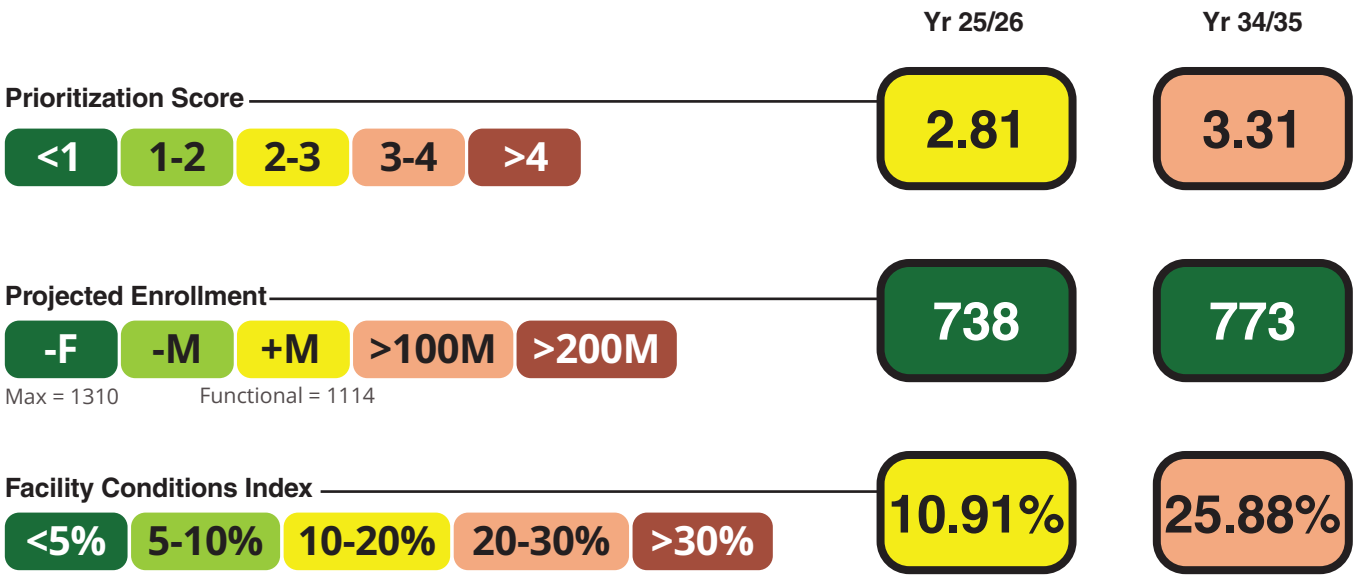
Bowie Middle School

Campus-Specific Data

Potential Campus Enhancements

Aerial photo is included to allow for easy visual assessment of the campus.





Enhancement Narratives

Facility Conditions Enhancements

The below list is not prioritized, but a list of potential maintenance improvements that have been identified as poor or critical needs as of 2025 that if remedied would begin to positively impact the current declining conditions of the campus that would ultimately change the FCI score. For specific details, refer to Ameresco's ***AssetPlanner***™ database.

① **HVAC System Upgrades (Includes Corridor HVAC)**

② **Electrical System Upgrades**

③ **Interiors**

④ **Windows**

⑤ **Site Development**

⑥ **Superstructure**

⑦ **Plumbing System Upgrades**

⑧ **Planned Renovations**

⑨ **Accessibility Compliance**

Continued

Bowie Middle School

Adequacy and Suitability General Enhancements

The below list is not prioritized, but a list of potential facility improvements that have been identified that help align and foster progress towards established District goals. Refer to Section 07 for descriptions of these recommendations.

1. Secured Perimeter Fencing
2. Wayfinding
3. Adaptable Learning Environments
4. Furniture Refresh Continuation
5. Right-Size Classrooms
6. Multi-Use Spaces
7. Activated Corridors
8. Outdoor Learning Environments
9. Athletic Facilities

Adequacy and Suitability Campus-Specific Enhancements

The below list is not prioritized, but a list of potential facility improvements that have been identified that help align and foster progress towards established District goals.

10. **Science Labs**
    Current: The middle school science labs are undersized, outdated, with old furniture, worn finishes, and obsolete equipment that limit hands-on learning and modern instructional practices.
    Recommendation: Renovate the science labs with updated casework, flexible lab stations, and modern equipment to support inquiry-based and collaborative learning. Ensure proper utilities, storage, and technology integration to create safe, adaptable, and engaging environments for science instruction.

11. **Health Office**
    Current: The middle school health office is undersized, limiting space for multiple students, privacy, and storage of medical supplies. The small layout makes it difficult to manage daily health needs and emergencies efficiently.
    Recommendation: Expand the health office to include designated areas for patient care, isolation, and private consultations. Provide adequate storage and workspace to support staff efficiency and student comfort in a safe, confidential environment.

12. **Athletic Facilities/Field House**
    Current: The campus does not have a standalone field house, and existing athletic facilities are outdated. The girls' locker room is in significantly worse condition than the boys', with limited storage and inadequate privacy. One coach's office is being used for hazardous chemical storage, creating safety concerns.
    Recommendation: Renovate and modernize athletic facilities to ensure safety, equity, and functionality. Provide secure, dedicated chemical storage outside occupied spaces, upgrade locker rooms for both genders with adequate storage and privacy, and create spaces that support team preparation, supervision, and athlete well-being.

13. **Library/Media Center**
    Current: The library is undersized for the current student population, limiting space for reading, research, and group activities. It cannot comfortably accommodate multiple classes or collaborative learning.
    Recommendation: Expand the library to provide adequate space for the full student population, including areas for reading, technology use, and small-group instruction.

10


PERIODIC TABLE OF THE ELEMENTS
Research Your Topic
Plan Your Experiment

12



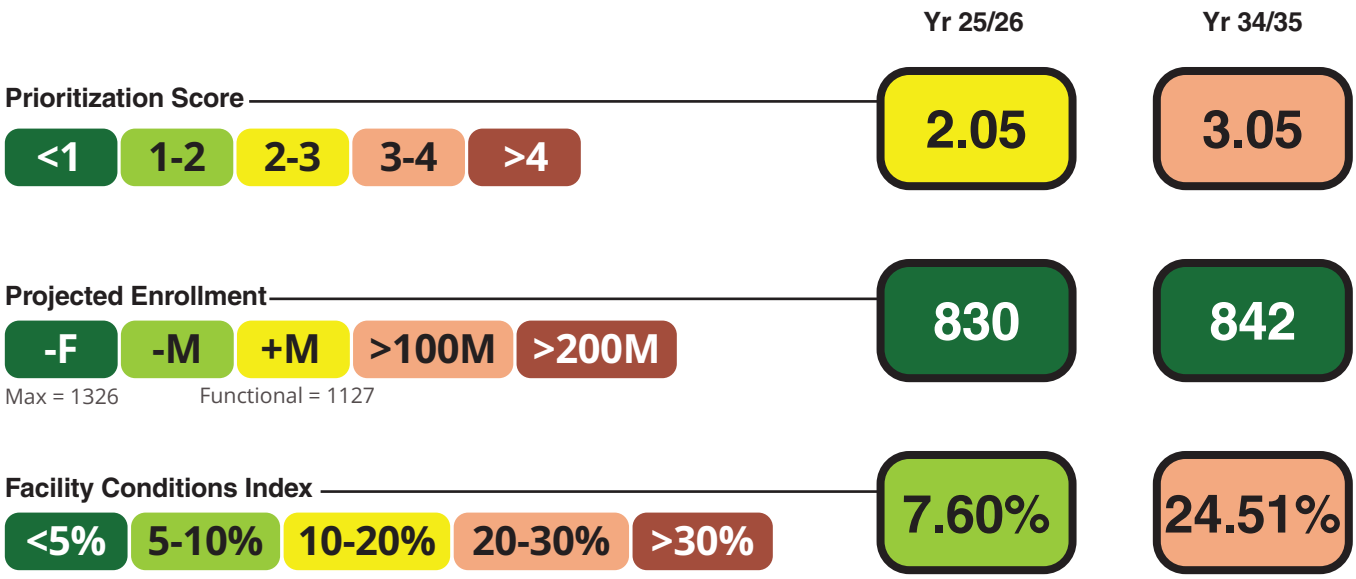
De Zavala Middle School

Campus-Specific Data

Potential Campus Enhancements

Aerial photo is included to allow for easy visual assessment of the campus.





Enhancement Narratives

Facility Conditions Enhancements

The below list is not prioritized, but a list of potential maintenance improvements that have been identified as poor or critical needs as of 2025 that if remedied would begin to positively impact the current declining conditions of the campus that would ultimately change the FCI score. For specific details, refer to Ameresco's ***AssetPlanner***™ database.

① **HVAC System Upgrades (Includes Corridor HVAC)**

② **Roofing**

③ **Fire Protection**

④ **Windows**

⑤ **Site Development**

⑥ **Pedestrian Paving**

⑦ **Foundations**

⑧ **Accessibility Compliance**

Continued

De Zavala Middle School

Adequacy and Suitability General Enhancements

The below list is not prioritized, but a list of potential facility improvements that have been identified that help align and foster progress towards established District goals. Refer to Section 07 for descriptions of these recommendations.

1. Secured Perimeter Fencing
2. Wayfinding
3. Adaptable Learning Environments
4. Furniture Refresh Continuation
5. Multi-Use Spaces
6. Activated Corridors
7. Outdoor Learning Environments
8. Athletic Facilities

Adequacy and Suitability Campus-Specific Enhancements

The below list is not prioritized, but a list of potential facility improvements that have been identified that help align and foster progress towards established District goals.

9 Science Labs

Current: The middle school science labs are undersized and outdated, with old furniture, worn finishes, and obsolete equipment that limit hands-on learning and modern instructional practices.
Recommendation: Renovate the science labs with updated casework, flexible lab stations, and modern equipment to support inquiry-based and collaborative learning. Ensure proper utilities, storage, and technology integration to create safe, adaptable, and engaging environments for science instruction.

10 Performing Arts - Orchestra

Current: The orchestra room is undersized for the growing program, limiting rehearsal space and flexibility. Due to insufficient storage, practice rooms are being used to store instruments and equipment, reducing opportunities for individual or small-group practice.
Recommendation: Expand the orchestra space to accommodate current and future program needs. Provide dedicated, secure instrument storage and restore practice rooms for their intended use. Ensure proper acoustics, lighting, and layout to support high-quality instruction and performance preparation.

11 Athletic Facilities

Current: The campus does not have a standalone field house, and existing athletic facilities are outdated, with aging infrastructure, limited storage, and inadequate support spaces for athletes and coaches.
Recommendation: Renovate and modernize athletic areas to provide updated locker rooms, storage, and training spaces. Improve safety, accessibility, and equity for all programs, and incorporate durable materials and functional layouts to support daily use and school events.

12 Student Restrooms

Current: The boys' restrooms are undersized, with only one stall serving many students. This limited capacity causes congestion and reduces accessibility during passing periods and breaks.
Recommendation: Expand and reconfigure the boys' restrooms to provide an adequate number of stalls and fixtures. Ensure all restrooms are accessible, durable, and easy to maintain while supporting efficient use and appropriate privacy for all students.

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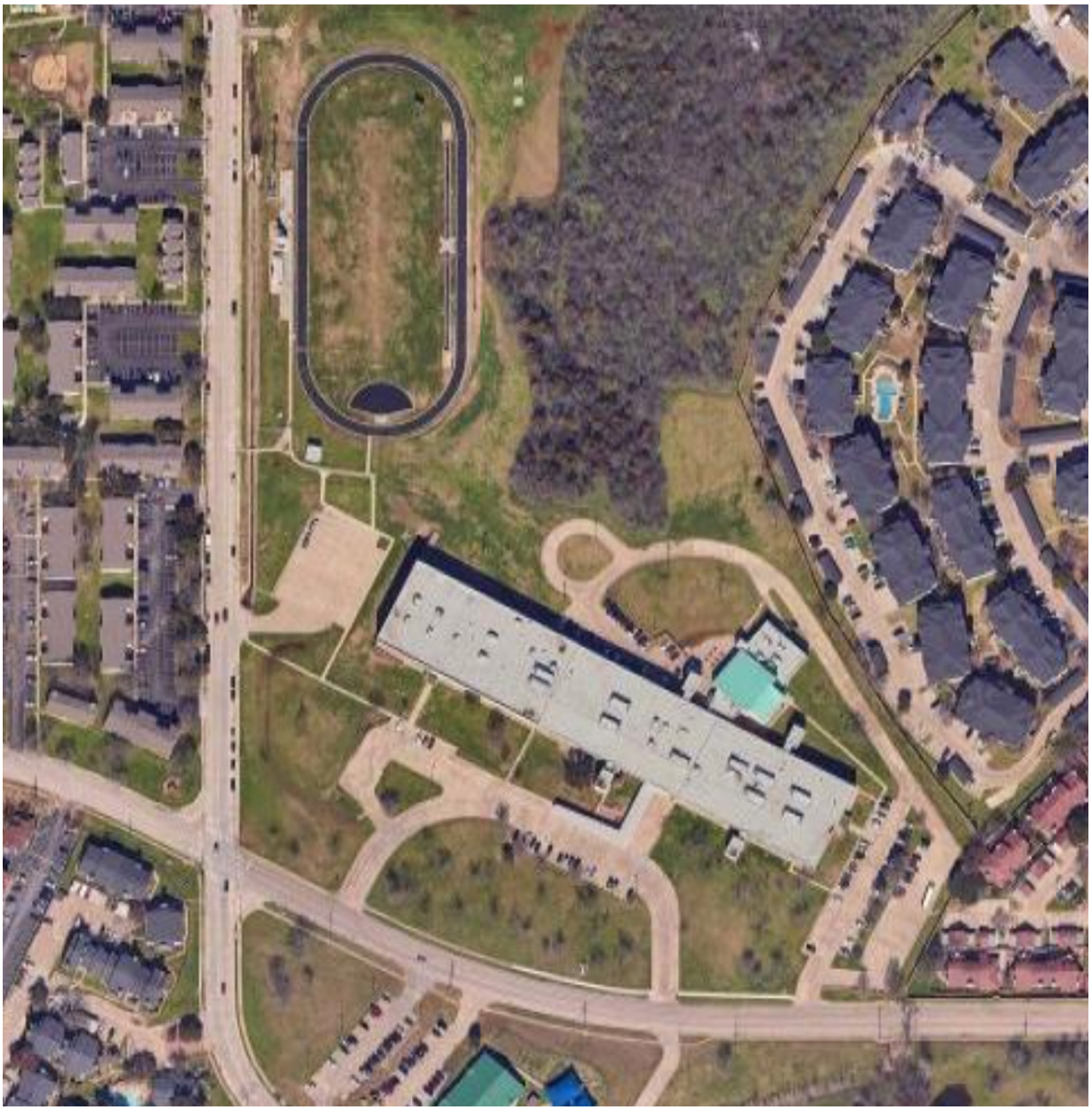


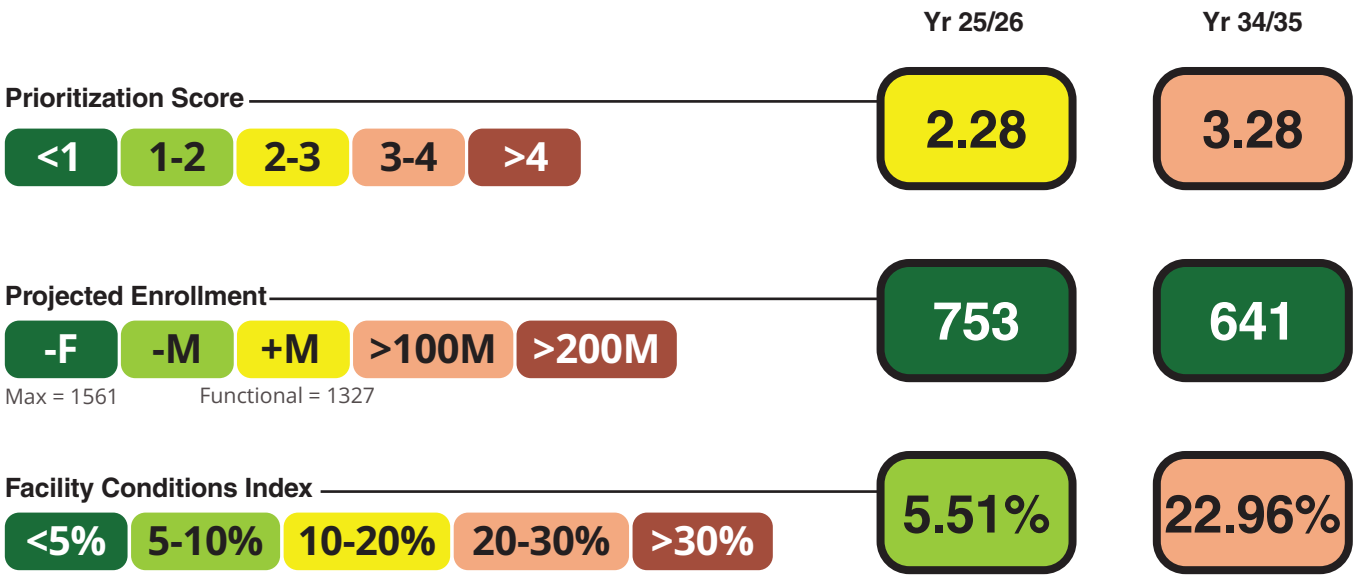
Houston Middle School

Campus-Specific Data

Potential Campus Enhancements

Aerial photo is included to allow for easy visual assessment of the campus.





Enhancement Narratives

Facility Conditions Enhancements

The below list is not prioritized, but a list of potential maintenance improvements that have been identified as poor or critical needs as of 2025 that if remedied would begin to positively impact the current declining conditions of the campus that would ultimately change the FCI score. For specific details, refer to Ameresco's ***AssetPlanner***™ database.

① **Electrical System Upgrades**

② **Interior Upgrades**

③ **HVAC System Upgrades (Includes Corridor HVAC)**

④ **Site Development**

⑤ **Foundations**

⑥ **Accessibility Compliance**

Continued

Houston Middle School

Adequacy and Suitability General Enhancements

The below list is not prioritized, but a list of potential facility improvements that have been identified that help align and foster progress towards established District goals. Refer to Section 07 for descriptions of these recommendations.

1. Secured Perimeter Fencing
2. Wayfinding
3. Adaptable Learning Environments
4. Furniture Refresh Continuation
5. Multi-Use Spaces
6. Activated Corridors
7. Athletic Facilities

Adequacy and Suitability Campus-Specific Enhancements

The below list is not prioritized, but a list of potential facility improvements that have been identified that help align and foster progress towards established District goals.

8. **Science Labs**
   Current: The middle school science labs are undersized and outdated, with old furniture, worn finishes, and obsolete equipment that limit hands-on learning and modern instructional practices.
   Recommendation: Renovate the science labs with updated casework, flexible lab stations, and modern equipment to support inquiry-based and collaborative learning. Ensure proper utilities, storage, and technology integration to create safe, adaptable, and engaging environments for science instruction.

9. **Visual Arts**
   Current: The art rooms are undersized and outdated, with limited storage and little to no space for displaying student work. These conditions restrict creative exploration and reduce opportunities to showcase student achievement.
   Recommendation: Expand and modernize the art rooms to provide adequate space for projects, storage, and student displays. Incorporate flexible layouts, durable finishes, and proper lighting to support a variety of artistic media and celebrate student creativity.

10. **Performing Arts**
    Current: Performing arts spaces are inadequate and undersized, with no dedicated areas for rehearsals or performances. Storage is limited, forcing equipment and instruments to be kept in instructional spaces.
    Recommendation: Create dedicated rehearsal and performance spaces sized appropriately for band, choir, and orchestra programs. Provide secure, accessible storage and incorporate proper acoustics, lighting, and flexibility to support instruction, practice, and performances.

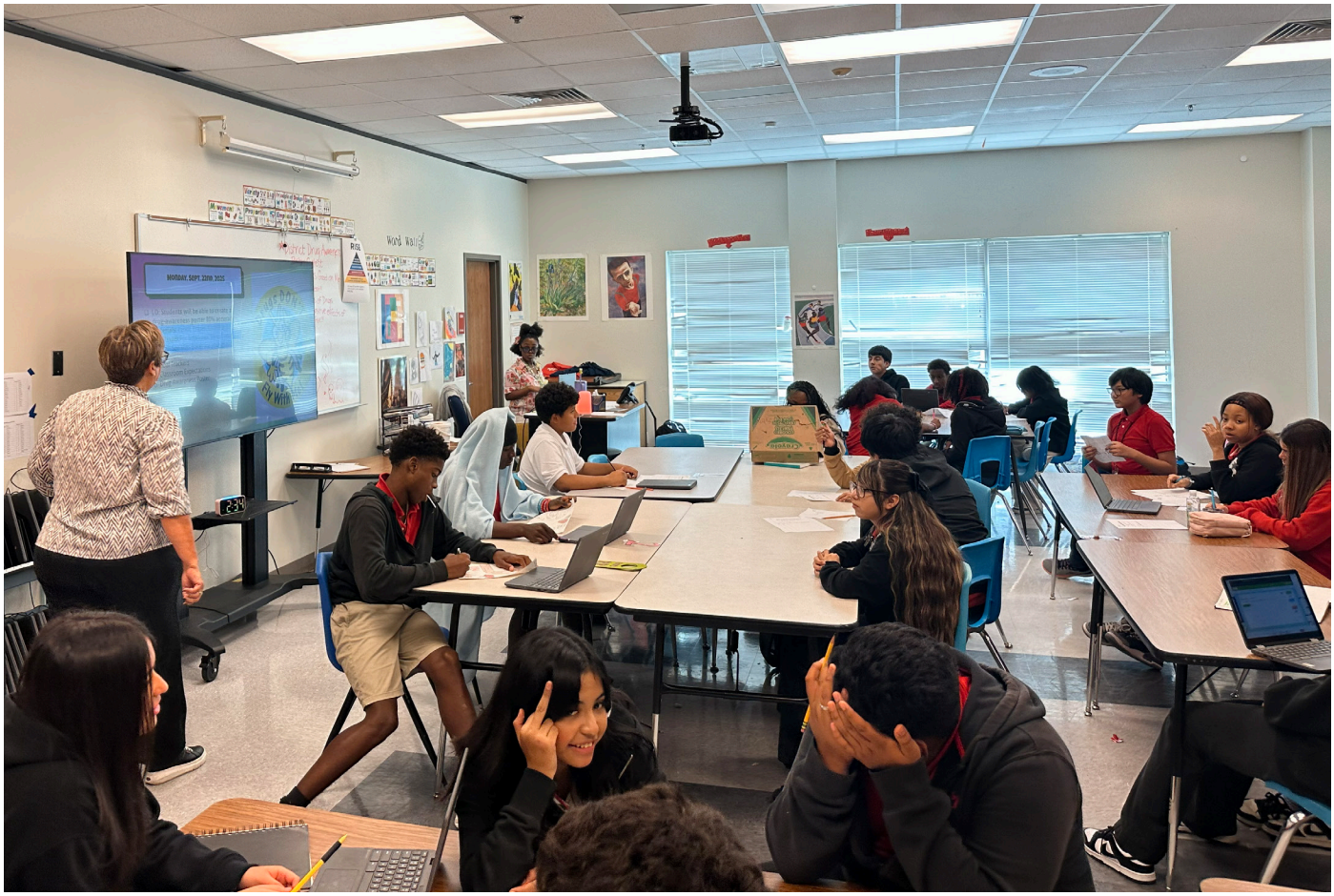
11. **Athletic Facilities**
    Current: The athletic field is difficult to access from the gym due to a steep hill and a sidewalk that ends midway, creating safety and accessibility issues. The turf has potholes and uneven areas that pose safety concerns, though the track was resurfaced last year. There is no field house to support athletic programs.
    Recommendation: Improve accessibility by extending the sidewalk and providing a safe, ADA-compliant route between the gym and field. Regrade and repair the turf to eliminate hazards and ensure a consistent playing surface. Add a field house or support facility with storage, locker rooms restrooms, and team spaces to enhance functionality and safety for all users.

12. **Library/Media Center**
    Current: The library is undersized for the current student population, limiting space for reading, research, and group activities. It cannot comfortably accommodate multiple classes or collaborative learning.
    Recommendation: Expand the library to provide adequate space for the full student population, including areas for reading, technology use, and small-group instruction.

8



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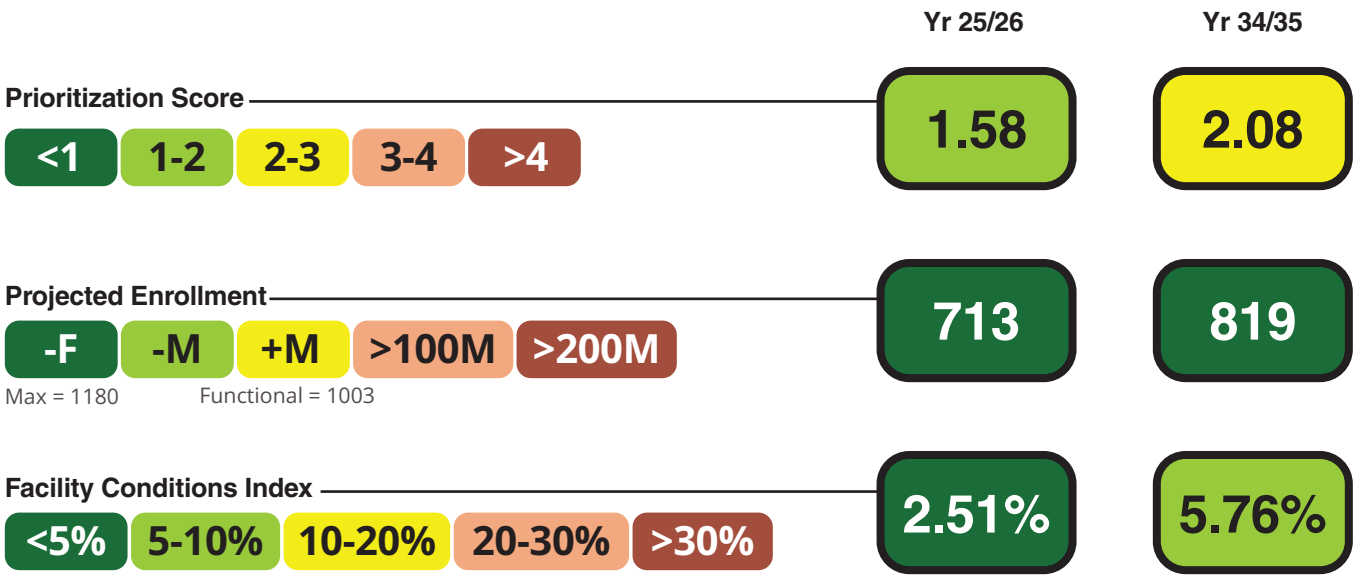
Johnson Middle School

Campus-Specific Data

Potential Campus Enhancements

Aerial photo is included to allow for easy visual assessment of the campus.





Enhancement Narratives

Facility Conditions Enhancements

The below list is not prioritized, but a list of potential maintenance improvements that have been identified as poor or critical needs as of 2025 that if remedied would begin to positively impact the current declining conditions of the campus that would ultimately change the FCI score. For specific details, refer to Ameresco's ***AssetPlanner***™ database.

① **HVAC System Upgrades (Includes Corridor HVAC)**

② **Site Development**

③ **Pedestrian Paving**

④ **Site Utilities**

⑤ **Foundations**

⑥ **Plumbing System Upgrades**

⑦ **Accessibility Compliance**

Continued

Johnson Middle School

Adequacy and Suitability General Enhancements

The below list is not prioritized, but a list of potential facility improvements that have been identified that help align and foster progress towards established District goals. Refer to Section 07 for descriptions of these recommendations.

1. **Secured Perimeter Fencing**
2. **Adaptable Learning Environments**
3. **Activated Corridors**
4. **Outdoor Learning Environments**

Adequacy and Suitability Campus-Specific Enhancements

The below list is not prioritized, but a list of potential facility improvements that have been identified that help align and foster progress towards established District goals.

5. **Athletic Storage**
   Current: Athletic storage is limited, with insufficient space for equipment, uniforms, and supplies. Some items are stored in areas not designed for athletic use, creating safety and accessibility concerns.
   Recommendation: Provide dedicated, secure athletic storage areas located near gyms and fields. Include adequate space for large equipment and seasonal items, with durable finishes and efficient layouts to support safe and convenient access for staff and students.

6. **Science Labs**
   Current: The middle school science labs are undersized, outdated, with old furniture, worn finishes, and obsolete equipment that limit hands-on learning and modern instructional practices.
   Recommendation: Renovate the science labs with updated casework, flexible lab stations, and modern equipment to support inquiry-based and collaborative learning. Ensure proper utilities, storage, and technology integration to create safe, adaptable, and engaging environments for science instruction.

7. **Library/Media Center**
   Current: The library is undersized for the current student population, limiting space for reading, research, and group activities. It cannot comfortably accommodate multiple classes or collaborative learning.
   Recommendation: Expand the library to provide adequate space for the full student population, including areas for reading, technology use, and small-group instruction.

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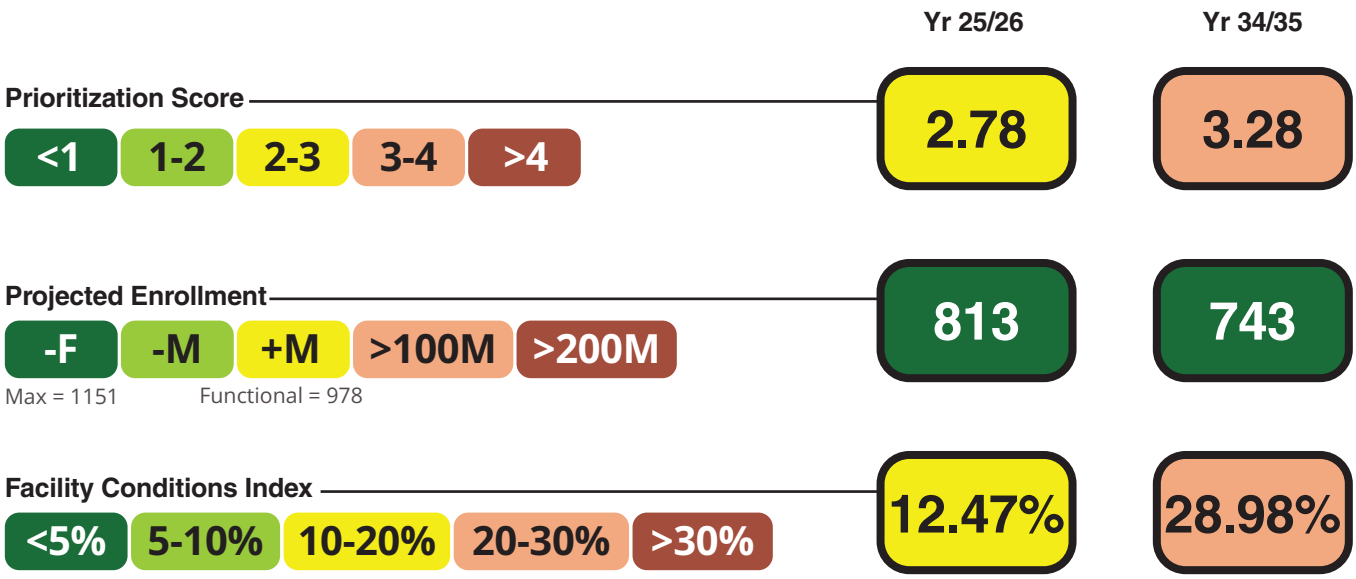
Lamar Middle School

Campus-Specific Data

Potential Campus Enhancements

Aerial photo is included to allow for easy visual assessment of the campus.





Enhancement Narratives

Facility Conditions Enhancements

The below list is not prioritized, but a list of potential maintenance improvements that have been identified as poor or critical needs as of 2025 that if remedied would begin to positively impact the current declining conditions of the campus that would ultimately change the FCI score. For specific details, refer to Ameresco's ***AssetPlanner***™ database.

① **Roofing**

② **Electrical System Upgrades**

③ **Interiors**

④ **Fire Protection**

⑤ **Plumbing System Upgrades**

⑥ **HVAC System Upgrades (Includes Corridor HVAC)**

⑦ **Site Development**

⑧ **Roadways and Parking Lots**

⑨ **Accessibility Compliance**

Continued

Lamar Middle School

Adequacy and Suitability General Enhancements

The below list is not prioritized, but a list of potential facility improvements that have been identified that help align and foster progress towards established District goals. Refer to Section 07 for descriptions of these recommendations.

1. Secured Perimeter Fencing
2. Wayfinding
3. Adaptable Learning Environments
4. Furniture Refresh Continuation
5. Multi-Use Spaces
6. Activated Corridors
7. Athletic Facilities

Adequacy and Suitability Campus-Specific Enhancements

The below list is not prioritized, but a list of potential facility improvements that have been identified that help align and foster progress towards established District goals.

8. **Science Labs**
   Current: The campus has three dated science labs with perimeter cabinets and sinks, and four newer labs featuring perimeter cabinets, sinks, and specialized lab tables. While functionality varies, much of the lab furniture and infrastructure remains dated. A large prep room is conveniently located adjacent to the newer labs, supporting instruction and material management.
   Recommendation: Modernize the older science labs to match the functionality and design of the newer ones, providing consistent equipment, finishes, and flexible lab furnishings across all spaces. Maintain and enhance the shared prep room to ensure efficient storage, safety, and instructional support for all science programs.

9. **Special Education**
   Current: The special education program operates in four standard classrooms, one of which serves as a general-purpose changing room with a lift but no track or other specialized equipment. None of the classrooms have an adjacent restroom, limiting convenience and accessibility for students and staff.
   Recommendation: Renovate or reconfigure spaces to include accessible restrooms and appropriately equipped changing areas. Provide specialized equipment, storage, and adaptive furnishings to support a range of student needs in safe, functional, and inclusive learning environments.

10. **Nurse's Office**
    Current: The middle school nurse's office consists of a single small room, limiting space for privacy, multiple students, and storage of medical supplies. The compact layout hinders efficient care and confidentiality.
    Recommendation: Expand the nurse's office to include separate areas for patient care, isolation, and private consultation. Provide adequate storage and workspace to support effective health services, privacy, and accessibility for students and staff.

11. **Athletic Facilities/Locker Rooms**
    Current: There is no freestanding field house, and all locker rooms are dated with worn finishes and limited functionality. The boys' locker room layout makes supervision difficult, creating safety and monitoring challenges.
    Recommendation: Renovate and modernize the locker rooms to improve safety, visibility, and functionality. Provide updated fixtures, durable finishes, and efficient layouts that support supervision, privacy, and equitable access for all athletic programs.

12. **Staff Restrooms**
    Current: The number of staff restrooms is insufficient for the size of the campus, causing inconvenience and long wait times during busy periods. Limited restroom access also reduces staff efficiency and comfort.
    Recommendation: Increase the number of staff restrooms and distribute them conveniently throughout the campus. Ensure restrooms are private, accessible, and equipped with durable, easy-to-maintain fixtures to support staff comfort and daily use.

8



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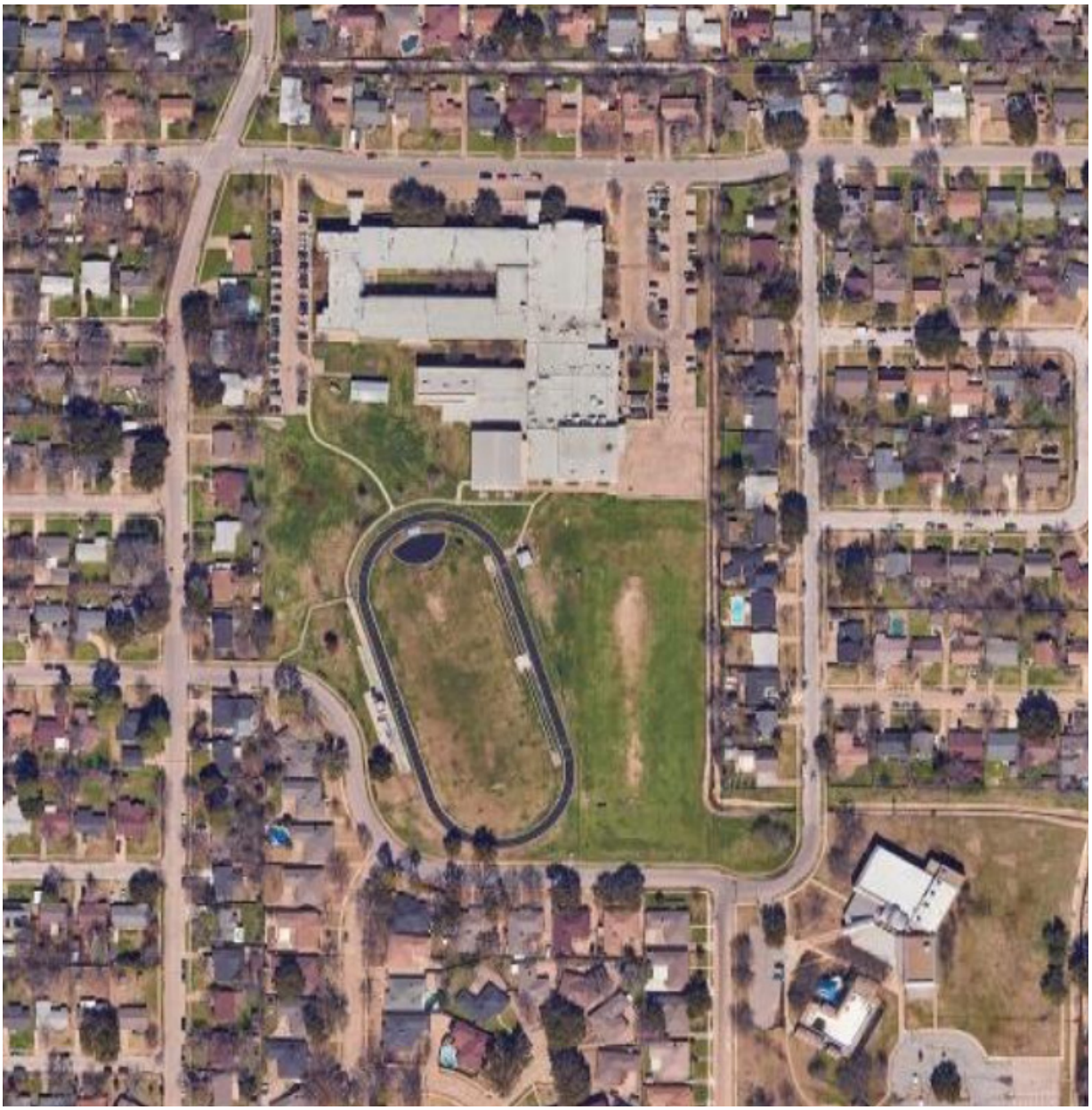


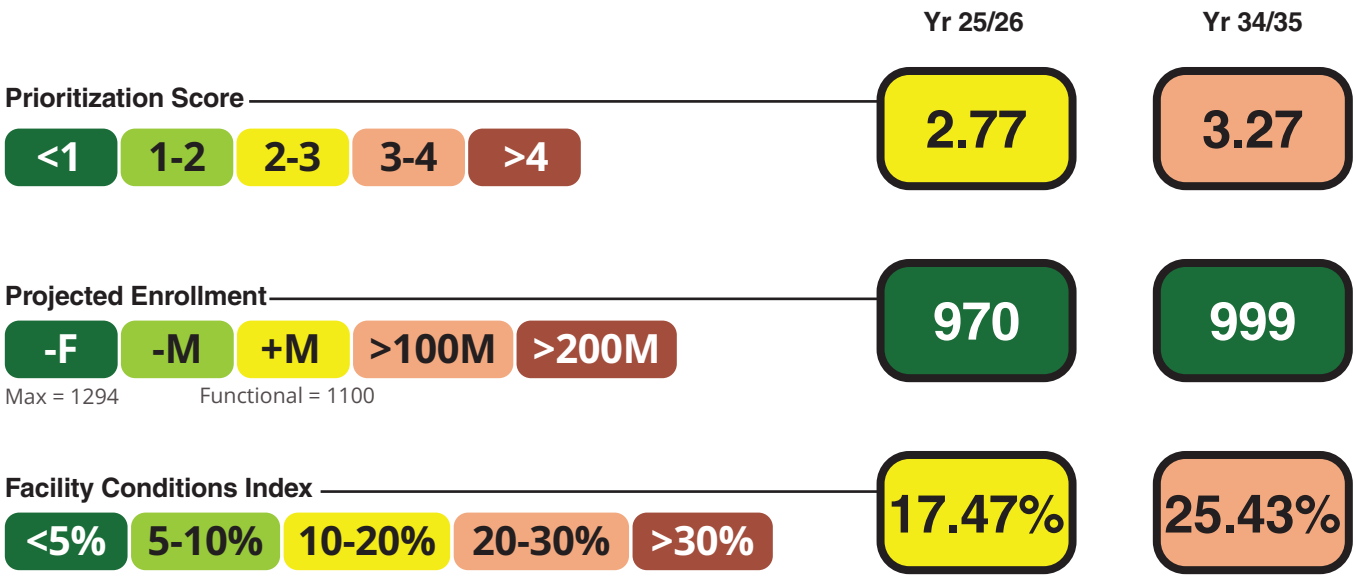
Travis Middle School

Campus-Specific Data

Potential Campus Enhancements

Aerial photo is included to allow for easy visual assessment of the campus.





Enhancement Narratives

Facility Conditions Enhancements

The below list is not prioritized, but a list of potential maintenance improvements that have been identified as poor or critical needs as of 2025 that if remedied would begin to positively impact the current declining conditions of the campus that would ultimately change the FCI score. For specific details, refer to Ameresco's ***AssetPlanner***™ database.

① **Electrical System Upgrades**

② **HVAC System Upgrades (Includes Corridor HVAC)**

③ **Fire Protection**

④ **Interior Upgrades**

⑤ **Security Systems**

⑥ **Site Development**

⑦ **Elevators**

⑧ **Gym Replacement**

⑨ **Accessibility Compliance**

Continued

Travis Middle School

Adequacy and Suitability General Enhancements

The below list is not prioritized, but a list of potential facility improvements that have been identified that help align and foster progress towards established District goals. Refer to Section 07 for descriptions of these recommendations.

1. Secured Perimeter Fencing
2. Adaptable Learning Environments
3. Furniture Refresh Continuation
4. Right-Size Classrooms
5. Multi-Use Spaces
6. Activated Corridors
7. Outdoor Learning Environments

Adequacy and Suitability Campus-Specific Enhancements

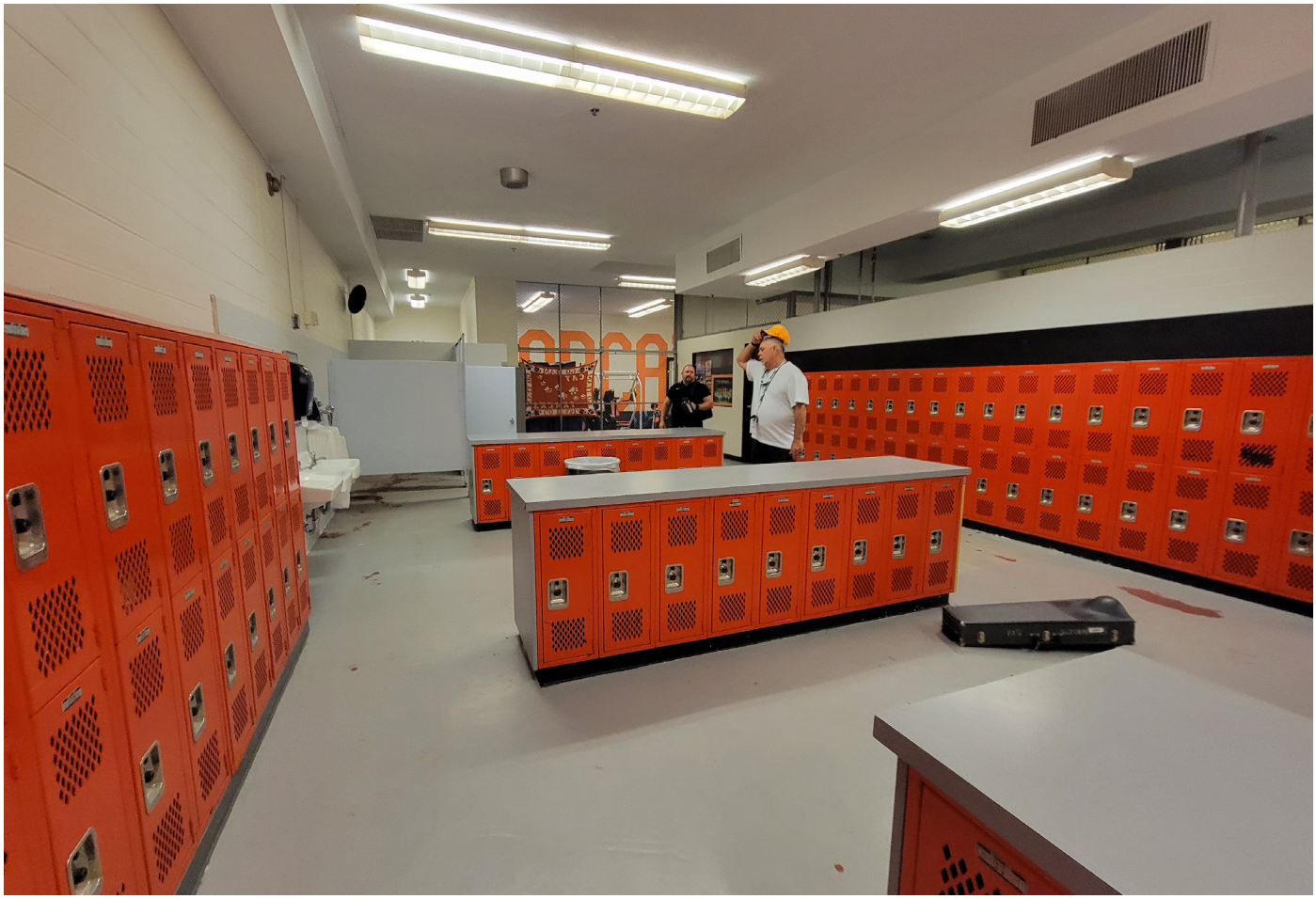
The below list is not prioritized, but a list of potential facility improvements that have been identified that help align and foster progress towards established District goals.

8. **Science Labs**
   Current: The science lab spaces are undersized, limiting flexibility for group experiments and hands-on learning. However, the adjacent prep area is well-equipped and efficiently designed, providing excellent support for instruction and material organization.
   Recommendation: Expand the science labs to provide adequate space for collaborative and inquiry-based learning while maintaining access to the existing prep area. Ensure lab layouts, furnishings, and utilities align with modern science curriculum needs and support safe, efficient instruction.

9. **Athletic Facilities/Field Area**
   Current: The athletic facilities include only five bench seating sections with limited sidelines for players and spectators. The locker rooms are dated and in need of significant improvement. There is no standalone field house, and the overall facilities are outdated.
   Recommendation: Renovate and expand athletic facilities to provide adequate seating, safe and functional sidelines, and modernized locker rooms. Improve accessibility, storage, and durability to create equitable, efficient, and welcoming spaces for student athletes and spectators.

10. **Administration Offices**
    Current: Administration offices are small and poorly configured, with one office containing a structural support post awkwardly positioned in the middle of the workspace. These layout issues limit functionality, privacy, and workflow efficiency.
    Recommendation: Reconfigure and expand administration offices to create functional, well-organized workspaces. Remove or redesign around structural obstructions, improve layout for workflow and privacy, and provide adequate space for meetings, storage, and daily operations.

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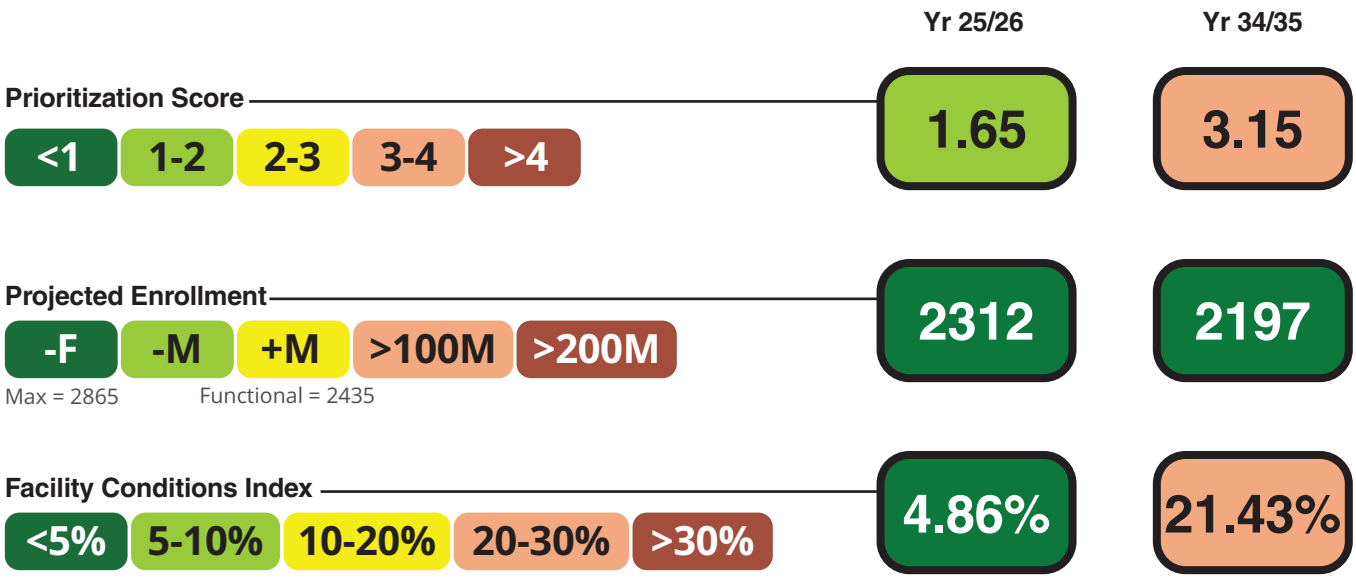
Irving High School

Campus-Specific Data

Potential Campus Enhancements

Aerial photo is included to allow for easy visual assessment of the campus.





Enhancement Narratives

Facility Conditions Enhancements

The below list is not prioritized, but a list of potential maintenance improvements that have been identified as poor or critical needs as of 2025 that if remedied would begin to positively impact the current declining conditions of the campus that would ultimately change the FCI score. For specific details, refer to Ameresco's ***AssetPlanner***™ database.

1. **Plumbing System Upgrades**
2. **HVAC System Upgrades (Includes Corridor HVAC)**
3. **Electrical System Upgrades**
4. **Site Development**
5. **Athletic Equipment**
6. **Interior Upgrades**
7. **Fire Protection**
8. **Site Utilities**
9. **Gym Replacement**
10. **Accessibility Compliance**

Continued

Irving High School

Adequacy and Suitability General Enhancements

The below list is not prioritized, but a list of potential facility improvements that have been identified that help align and foster progress towards established District goals. Refer to Section 07 for descriptions of these recommendations.

1. **Secured Perimeter Fencing**
2. **Adaptable Learning Environments**
3. **Furniture Refresh Continuation**
4. **Multi-Use Spaces**
5. **Activated Corridors**
6. **Athletic Facilities**

Adequacy and Suitability Campus-Specific Enhancements

The below list is not prioritized, but a list of potential facility improvements that have been identified that help align and foster progress towards established District goals.

7. **Science Classrooms**

Current: The high school science classrooms are combination spaces that fall below recommended size guidelines. Lab stations, casework, and equipment are outdated, limiting the ability to conduct modern, hands-on experiments and collaborative learning activities.
Recommendation: Renovate and expand the science classrooms to meet current size and safety standards. Provide modern lab stations, updated equipment, and flexible layouts that support both instruction and experimentation, creating engaging and functional learning environments.

8. **Library/Media Center**

Current: The high school library is undersized for the student population, limiting space for group work and research. While much of the furniture has been updated to flexible, modern pieces, the book stacks remain fixed, reducing adaptability within the space.
Recommendation: Expand and reconfigure the library to increase capacity and flexibility. Replace fixed stacks with movable shelving to allow for reconfiguration and multipurpose use. Maintain the updated furnishings and continue developing the library as a dynamic hub for collaboration, study, and digital learning.

9. **Nurse's Office**

Current: The high school nurse's office is outdated, with cots located behind wooden doors instead of curtains, limiting visibility and accessibility for supervision. The overall layout does not support efficient care or privacy for multiple students.
Recommendation: Renovate the nurse's office with modern, functional layouts that balance privacy and supervision. Replace wooden doors with medical privacy curtains, update finishes, and provide adequate storage and workspace to support effective, confidential student health services.

10. **Restrooms**

Current: Restrooms have limited access and are poorly maintained. Lack of visibility makes supervision difficult, and the spaces are dated with worn fixtures and finishes.
Recommendation: Renovate restrooms to improve accessibility, visibility, and safety while maintaining privacy. Update fixtures, lighting, and finishes to create clean, durable, and easy-to-maintain facilities that support regular student use.

11 Field House

Current: Athletic teams rely on shared spaces and outdated locker rooms that lack sufficient storage, privacy, and amenities. The absence of a centralized facility limits training opportunities, equipment management, and team coordination.
Recommendation/Standard: Develop a dedicated field house to support all athletic programs with equitable, safe, and functional facilities. The field house should include:

- Team locker rooms for boys' and girls' athletics with adequate storage and privacy.
- Coaches' offices and meeting rooms for supervision and program coordination.
- A weight and training room with appropriate flooring, ventilation, and equipment.
- Laundry, equipment, and storage areas sized for multi-sport use.
- Restrooms and showers accessible from both locker rooms and outdoor fields.
- Controlled access points for security and supervision.
- Durable, low-maintenance materials designed for heavy daily use.
- Optional multipurpose space for film review, team meetings, and academic support.

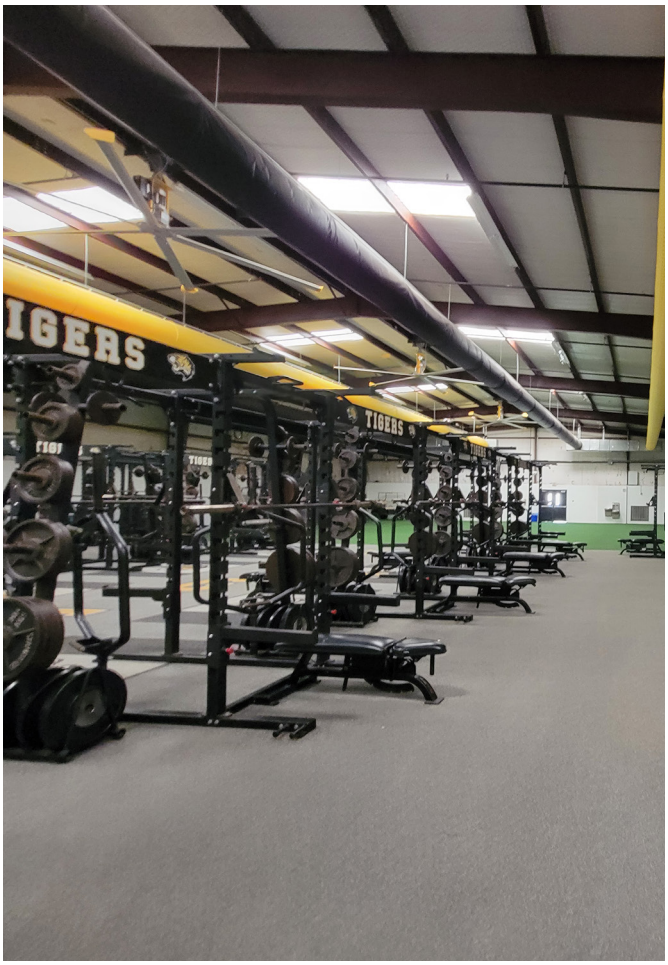
12 Library/Media Center

Current: The administration area is undersized and dated, with limited space for staff, meetings, and secure record storage. The layout does not support efficient operations or provide an inviting entry experience for visitors.
Recommendation: Expand and modernize the administration area to include adequate offices, meeting spaces, and reception areas. Update finishes, technology, and security features to create a functional, welcoming, and efficient hub for campus operations and visitor support.

7



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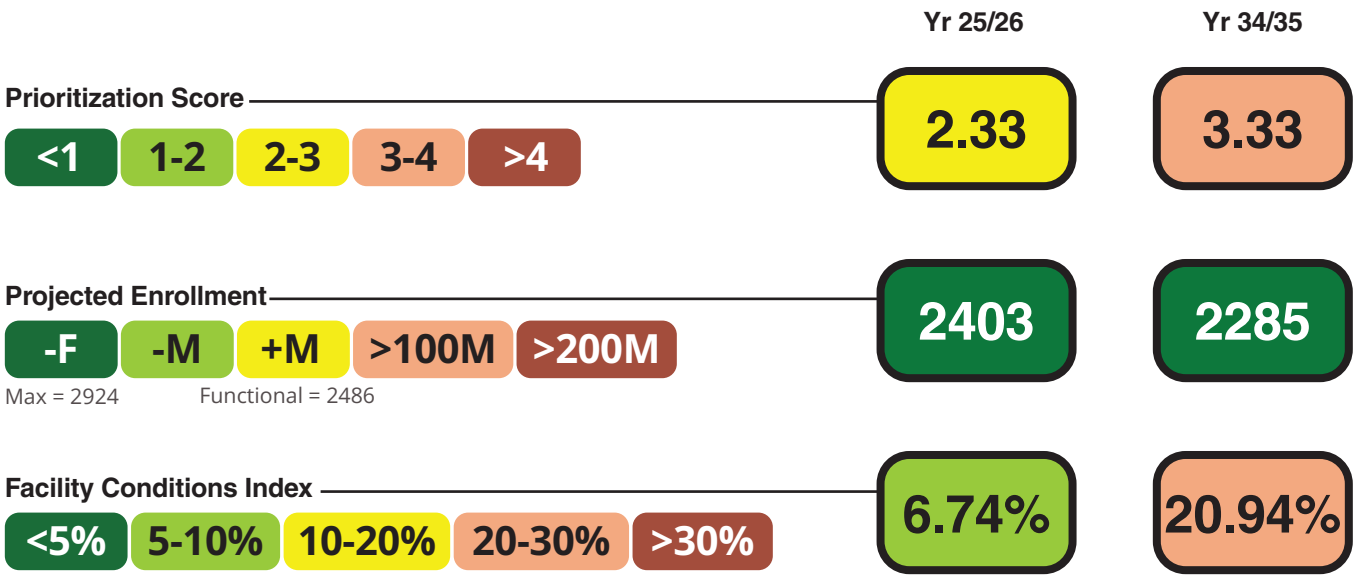
MacArthur High School

Campus-Specific Data

Potential Campus Enhancements

Aerial photo is included to allow for easy visual assessment of the campus.





Enhancement Narratives

Facility Conditions Enhancements

The below list is not prioritized, but a list of potential maintenance improvements that have been identified as poor or critical needs as of 2025 that if remedied would begin to positively impact the current declining conditions of the campus that would ultimately change the FCI score. For specific details, refer to Ameresco's ***AssetPlanner***™ database.

① **HVAC System Upgrades (Includes Corridor HVAC)**

② **Roofing**

③ **Electrical System Upgrades**

④ **Rain Water Drainage**

⑤ **Site Development**

⑥ **Fire Protection**

⑦ **Athletic Equipment**

⑧ **Interiors**

⑨ **Site Lighting**

⑩ **Plumbing Systems**

⑪ **Gym Replacement**

⑫ **Accessibility Compliance**

Continued

MacArthur High School

Adequacy and Suitability General Enhancements

The below list is not prioritized, but a list of potential facility improvements that have been identified that help align and foster progress towards established District goals. Refer to Section 07 for descriptions of these recommendations.

1. **Secured Perimeter Fencing**
2. **Wayfinding**
3. **Adaptable Learning Environments**
4. **Furniture Refresh Continuation**
5. **Right-Size Classrooms**
6. **Multi-Use Spaces**
7. **Activated Corridors**
8. **Outdoor Learning Environments**
9. **Athletic Facilities**

Adequacy and Suitability Campus-Specific Enhancements

The below list is not prioritized, but a list of potential facility improvements that have been identified that help align and foster progress towards established District goals.

10 Field House

Current: Athletic teams rely on shared spaces and outdated locker rooms that lack sufficient storage, privacy, and amenities. The absence of a centralized facility limits training opportunities, equipment management, and team coordination.
Recommendation/Standard: Develop a dedicated field house to support all athletic programs with equitable, safe, and functional facilities. The field house should include:

- Team locker rooms for boys' and girls' athletics with adequate storage and privacy.
- Coaches' offices and meeting rooms for supervision and program coordination.
- A weight and training room with appropriate flooring, ventilation, and equipment.
- Laundry, equipment, and storage areas sized for multi-sport use.
- Restrooms and showers accessible from both locker rooms and outdoor fields.
- Controlled access points for security and supervision.
- Durable, low-maintenance materials designed for heavy daily use.
- Optional multipurpose space for film review, team meetings, and academic support.

The field house should be located adjacent to athletic fields for direct access and designed to reflect the school's commitment to safety, equity, and school pride.

11 Science Classrooms

Current: The high school science classrooms are combination spaces that fall below recommended size guidelines. Lab stations, casework, and equipment are outdated, limiting the ability to conduct modern, hands-on experiments and collaborative learning activities.
Recommendation: Renovate and expand the science classrooms to meet current size and safety standards. Provide modern lab stations, updated equipment, and flexible layouts that support both instruction and experimentation, creating engaging and functional learning environments.

12 Library/Media Center

Current: The library is outdated and undersized, with limited space for collaboration, technology integration, and group instruction. The existing layout and furnishings do not support modern learning styles or flexible use.
Recommendation: Expand and modernize the library to provide adequate space for reading, research, and collaborative learning. Incorporate updated technology, flexible furnishings, and defined zones for individual, small-group, and whole-class activities to create a dynamic, student-centered learning hub.

13 Auditorium

Current: The auditorium lacks a box office, and several seats are broken or unusable. The lighting system is outdated, and the fly system requires maintenance or replacement. The scene shop was significantly reduced in size during the construction of the new music wing, forcing sets to be built on the stage, which limits performance preparation and instructional use.
Recommendation: Renovate the auditorium to include a functional box office, updated lighting and fly systems, and safe, operable seating. Expand or reestablish a properly sized scene shop with direct stage access to support set construction and storage. Improvements should enhance safety, performance quality, and the overall experience for students, staff, and the community.

14 Athletic Facilities/Field House

Current: Several athletic fields are uneven, with soil heaving on the main turf area and drainage issues at the football field entrance. Fencing allows unauthorized access, and the track needs resurfacing. The softball press box functions poorly, tennis courts have maintenance issues and bubbling, and lighting in parking and batting cage areas is inadequate. Outbuildings lack clear audio, and the weight room and field house are undersized, creating scheduling conflicts for multiple sports.

Recommendation: Regrade and repair fields, improve drainage and fencing, and resurface the track and tennis courts. Upgrade lighting, sound systems, and press boxes. Expand and modernize the field house to include additional locker rooms, team meeting areas, and dedicated spaces for both male and female athletes. Provide sufficient storage, training, and weight room facilities to support simultaneous use by multiple programs, improving safety, equity, and overall functionality of the athletic complex.

15 Pick-Up and Drop-Off Areas

Current: The high school pick-up and drop-off areas are inefficient and, in some cases, unsafe. Traffic congestion, unclear circulation patterns, and conflicts between vehicles, pedestrians, and buses create safety risks during arrival and dismissal times.

Recommendation: Redesign traffic flow to separate parent, bus, and pedestrian circulation. Add clear signage, designated waiting zones, and improved lighting to enhance safety and efficiency. The updated layout should ensure smooth traffic movement and safe access for all users.

16 Administration Space

Current: The administration area is undersized and dated, with limited space for staff, meetings, and secure record storage. The layout does not support efficient operations or provide an inviting entry experience for visitors.

Recommendation: Expand and modernize the administration area to include adequate offices, meeting spaces, and reception areas. Update finishes, technology, and security features to create a functional, welcoming, and efficient hub for campus operations and visitor support.

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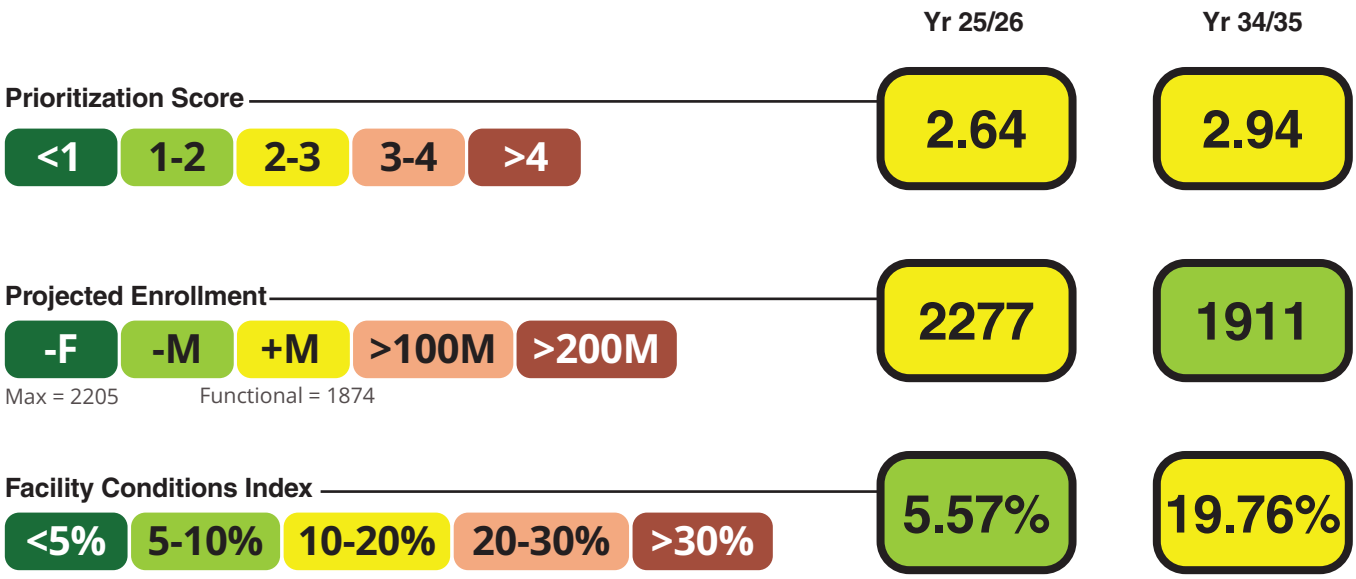
Nimitz High School

Campus-Specific Data

Potential Campus Enhancements

Aerial photo is included to allow for easy visual assessment of the campus.





Enhancement Narratives

Facility Conditions Enhancements

The below list is not prioritized, but a list of potential maintenance improvements that have been identified as poor or critical needs as of 2025 that if remedied would begin to positively impact the current declining conditions of the campus that would ultimately change the FCI score. For specific details, refer to Ameresco's ***AssetPlanner***™ database.

① **HVAC System Upgrades (Includes Corridor HVAC)**

② **Electrical System Upgrades**

③ **Fire Protection**

④ **Athletic Equipment**

⑤ **Site Development**

⑥ **Interior Upgrades**

⑦ **Accessibility Compliance**

Continued

Nimitz High School

Adequacy and Suitability General Enhancements

The below list is not prioritized, but a list of potential facility improvements that have been identified that help align and foster progress towards established District goals. Refer to Section 07 for descriptions of these recommendations.

1. Secured Perimeter Fencing
2. Adaptable Learning Environments
3. Furniture Refresh Continuation
4. Right-Size Classrooms
5. Multi-Use Spaces
6. Activated Corridors
7. Outdoor Learning Environments
8. Athletic Facilities

Adequacy and Suitability Campus-Specific Enhancements

The below list is not prioritized, but a list of potential facility improvements that have been identified that help align and foster progress towards established District goals.

9 Field House

Current: Athletic teams rely on shared spaces and outdated locker rooms that lack sufficient storage, privacy, and amenities. The absence of a centralized facility limits training opportunities, equipment management, and team coordination.
Recommendation/Standard: Develop a dedicated field house to support all athletic programs with equitable, safe, and functional facilities. The field house should include:

- Team locker rooms for boys' and girls' athletics with adequate storage and privacy.
- Coaches' offices and meeting rooms for supervision and program coordination.
- A weight and training room with appropriate flooring, ventilation, and equipment.
- Laundry, equipment, and storage areas sized for multi-sport use.
- Restrooms and showers accessible from both locker rooms and outdoor fields.
- Controlled access points for security and supervision.
- Durable, low-maintenance materials designed for heavy daily use.
- Optional multipurpose space for film review, team meetings, and academic support.

The field house should be located adjacent to athletic fields for direct access and designed to reflect the school's commitment to safety, equity, and school pride.

10 Science Classrooms

Current: The high school science classrooms are combination spaces that fall below recommended size guidelines. Lab stations, casework, and equipment are outdated, limiting the ability to conduct modern, hands-on experiments and collaborative learning activities.
Recommendation: Renovate and expand the science classrooms to meet current size and safety standards. Provide modern lab stations, updated equipment, and flexible layouts that support both instruction and experimentation, creating engaging and functional learning environments.

11 Visual Arts

Current: Three of the four art classrooms are located in converted science labs, limiting functionality and appropriate layout for art instruction. The only dedicated art room is significantly undersized and lacks adequate storage for materials and student work.
Recommendation: Create purpose-built art classrooms with proper lighting, ventilation, and durable finishes suited for studio work. Provide sufficient storage, display space, and flexible layouts to support multiple art mediums and class sizes, fostering creativity and collaboration.

12 Performing Arts - Band

Current: The band hall is drastically undersized, with a ceiling that includes acoustic treatment but is too low to be effective. Percussion equipment is stored in the hallways due to lack of space, and the practice rooms—though available—are shared among all music programs, limiting access and instructional time.
Recommendation: Expand the band hall to provide adequate rehearsal space with proper ceiling height and effective acoustic design. Add dedicated percussion storage and increase the number of practice rooms to serve all music programs. Improvements should enhance sound quality, functionality, and equitable access for all performing arts students.

13 Special Education Classrooms

Current: Only one classroom is dedicated to the LIFE program, and it is undersized. Three additional LIFE classrooms are converted general education spaces without dedicated restrooms, storage, or specialized equipment, limiting functionality and accessibility.
Recommendation: Develop appropriately sized, purpose-built LIFE classrooms with integrated restrooms, storage, and adaptive equipment. Design spaces to support individualized instruction, life skills training, and mobility needs, creating safe, inclusive, and well-equipped environments for students and staff.

14 Student Restrooms

Current: Student restrooms require frequent maintenance due to aging fixtures and finishes. The spaces have not been updated in many years, resulting in worn conditions and inconsistent functionality.
Recommendation: Renovate student restrooms with modern, durable fixtures and finishes that reduce maintenance needs. Improve lighting, ventilation, and accessibility to create clean, safe, and reliable facilities that support daily student use.

15 Administration Space

Current: The administration area is undersized and dated, with limited space for staff, meetings, and secure record storage. The layout does not support efficient operations or provide an inviting entry experience for visitors.
Recommendation: Expand and modernize the administration area to include adequate offices, meeting spaces, and reception areas. Update finishes, technology, and security features to create a functional, welcoming, and efficient hub for campus operations and visitor support.

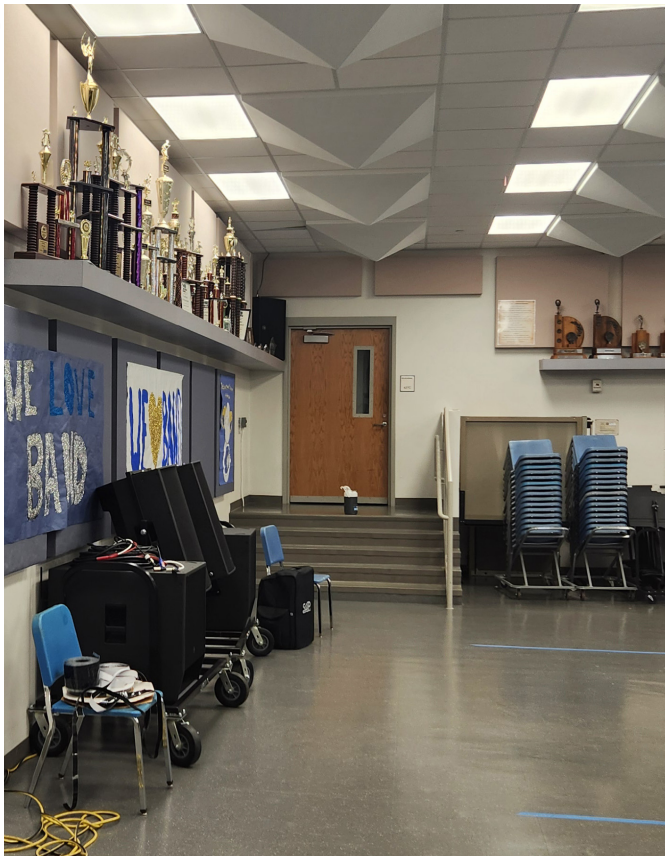
16 Library/Media Center

Current: The high school library is undersized for the student population, limiting space for group work and research. While much of the furniture has been updated to flexible, modern pieces, the book stacks remain fixed, reducing adaptability within the space.
Recommendation: Expand and reconfigure the library to increase capacity and flexibility. Replace fixed stacks with movable shelving to allow for reconfiguration and multipurpose use. Maintain the updated furnishings and continue developing the library as a dynamic hub for collaboration, study, and digital learning.

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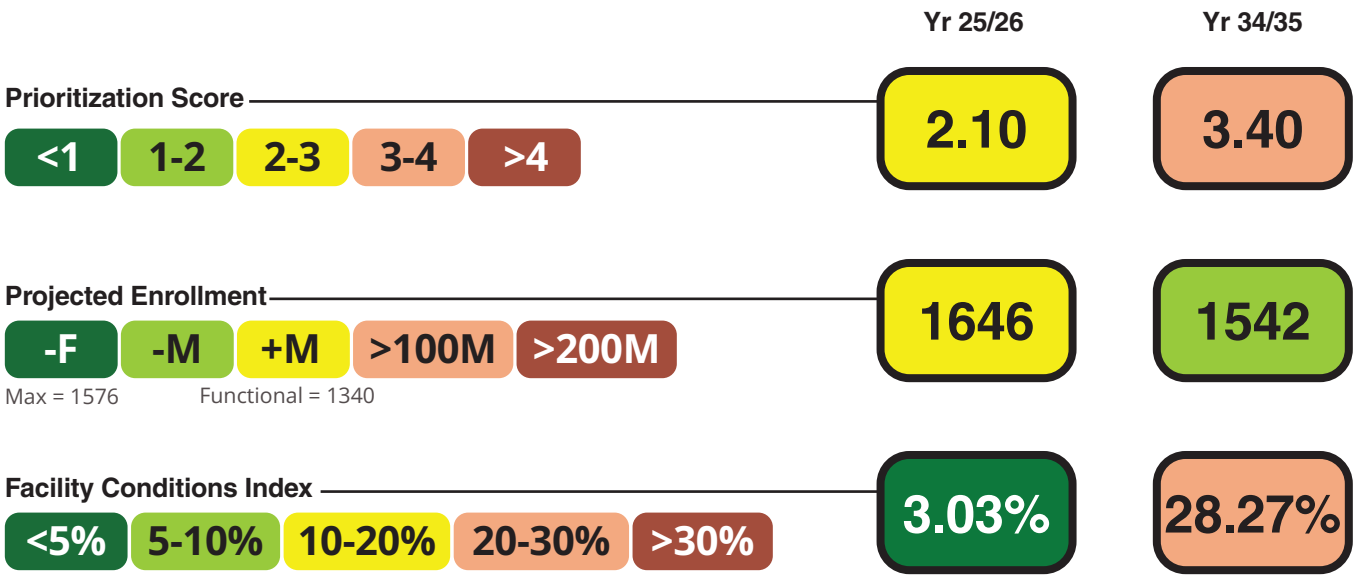
Singley Academy

Campus-Specific Data

Potential Campus Enhancements

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Enhancement Narratives

Facility Conditions Enhancements

The below list is not prioritized, but a list of potential maintenance improvements that have been identified as poor or critical needs as of 2025 that if remedied would begin to positively impact the current declining conditions of the campus that would ultimately change the FCI score. For specific details, refer to Ameresco's ***AssetPlanner***™ database.

① **Fire Protection**

② **HVAC System Upgrades (Includes Corridor HVAC)**

③ **Security Systems**

④ **Plumbing Systems**

⑤ **Interiors**

⑥ **Superstructure**

⑦ **Accessibility Compliance**

Continued

Singley Academy

Adequacy and Suitability General Enhancements

The below list is not prioritized, but a list of potential facility improvements that have been identified that help align and foster progress towards established District goals. Refer to Section 07 for descriptions of these recommendations.

1. **Wayfinding**
2. **Adaptable Learning Environments**
3. **Right-Size Classrooms**
4. **Multi-Use Spaces**
5. **Activated Corridors**
6. **Outdoor Learning Environments**

Adequacy and Suitability Campus-Specific Enhancements

The below list is not prioritized, but a list of potential facility improvements that have been identified that help align and foster progress towards established District goals.

7. **Science Labs**

Current: Several science labs are combined spaces without separate classroom areas. Students must sit on lab stools for all instruction, creating discomfort and limiting flexibility for non-lab activities.
Recommendation: Reconfigure science labs to include both lab and classroom zones, allowing for a variety of instructional methods. Provide appropriate seating, flexible furniture, and modern utilities to support hands-on experiments, discussions, and collaborative learning in a safe, adaptable environment.

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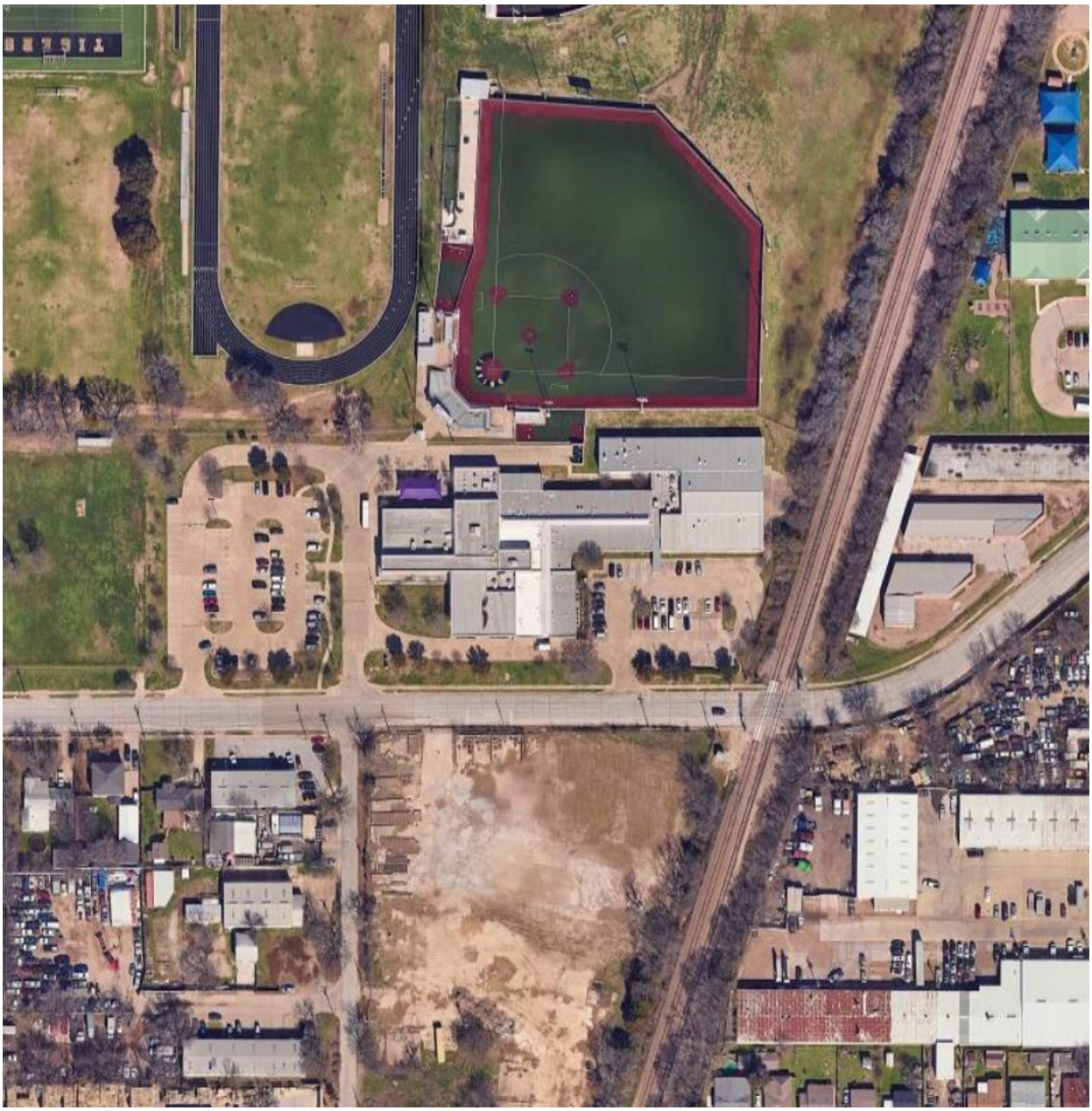


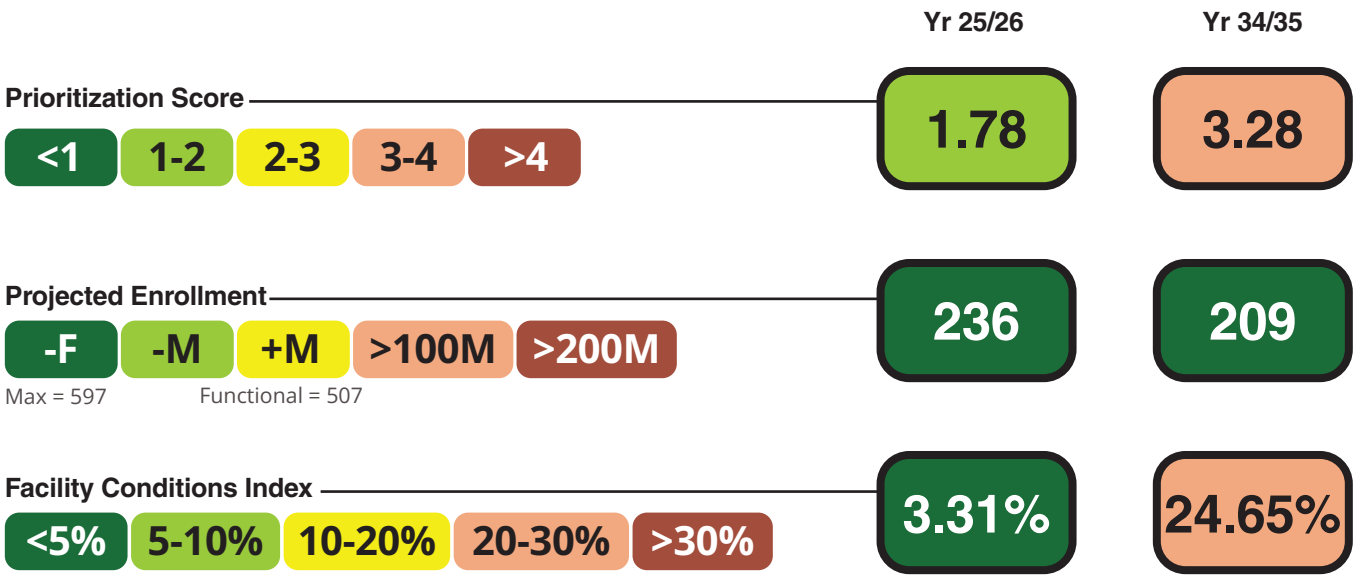
Barbara Cardwell Career Prep. Center

Campus-Specific Data

Potential Campus Enhancements

Aerial photo is included to allow for easy visual assessment of the campus.





Enhancement Narratives

Facility Conditions Enhancements

The below list is not prioritized, but a list of potential maintenance improvements that have been identified as poor or critical needs as of 2025 that if remedied would begin to positively impact the current declining conditions of the campus that would ultimately change the FCI score. For specific details, refer to Ameresco's ***AssetPlanner***™ database.

① **Electrical System Upgrades**

② **HVAC System Upgrades (Includes Corridor HVAC)**

③ **Interior Upgrades**

④ **Site Development**

⑤ **Site Lighting**

Continued

Barbara Cardwell Career Prep. Center

Adequacy and Suitability General Enhancements

The below list is not prioritized, but a list of potential facility improvements that have been identified that help align and foster progress towards established District goals. Refer to Section 07 for descriptions of these recommendations.

1. Secured Perimeter Fencing
2. Wayfinding
3. Adaptable Learning Environments
4. Furniture Refresh Continuation
5. Multi-Use Spaces
6. Activated Corridors
7. Outdoor Learning Environments

Adequacy and Suitability Campus-Specific Enhancements

The below list is not prioritized, but a list of potential facility improvements that have been identified that help align and foster progress towards established District goals.

8. **Science Labs**
   Current: The science labs are undersized and equipped with outdated furniture and fixtures, limiting flexibility and the ability to support modern, hands-on learning activities.
   Recommendation: Expand and update the science labs with appropriately sized spaces, modern lab casework, flexible furnishings, and current technology. Ensure layouts support both instruction and experimentation in safe, engaging, and adaptable environments.

9. **Library/Media Center**
   Current: The library has movable bookshelves that provide some flexibility; however, the overall space is insufficient to accommodate students comfortably. Large windows without solar shades cause glare and heat gain, making the space uncomfortable at times.
   Recommendation: Expand the library to provide adequate space for reading, collaboration, and technology use. Install solar shades or window treatments to control sunlight and improve comfort. Maintain flexible shelving and furnishings to support a variety of learning activities in a bright, comfortable environment.

10. **Nurse's Office**
    Current: The nurse's office is small and inadequate to serve the current student population. Limited space restricts the ability to provide care, maintain privacy, and store necessary medical supplies.
    Recommendation: Expand the nurse's office to include multiple care stations, a private consultation area, and secure storage. Design the space to support privacy, accessibility, and efficient delivery of health services for all students.

11. **Student and Staff Restrooms**
    Current: Restrooms are outdated, with worn fixtures and finishes. Boys' restrooms lack partitions at urinals, compromising privacy, and there are not enough staff restrooms to meet campus needs.
    Recommendation: Renovate all restrooms with modern fixtures, finishes, and improved layouts. Add privacy partitions in boys' restrooms and increase the number of staff restrooms. Ensure all facilities are clean, accessible, and designed for comfort, safety, and easy maintenance.

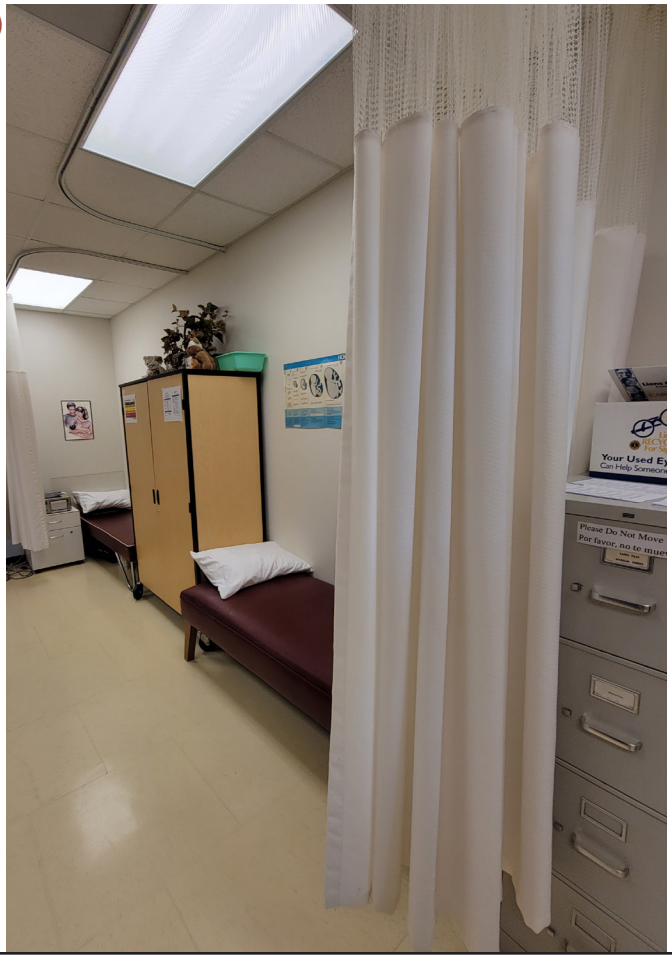
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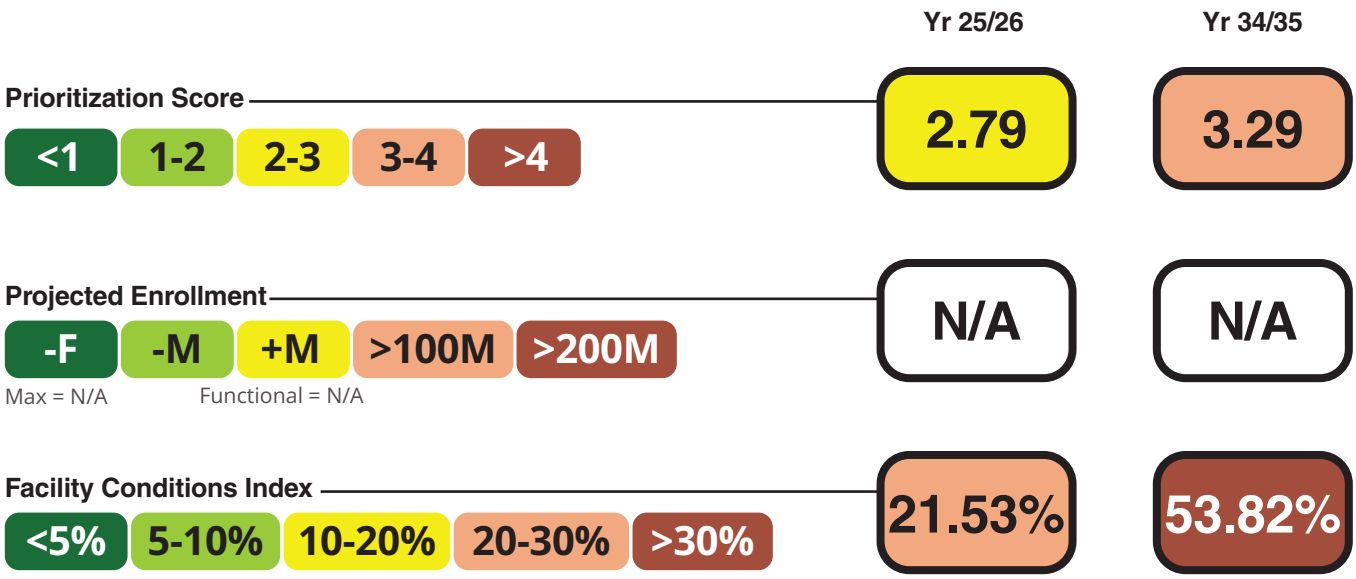
Ellis Stadium

Campus-Specific Data

Potential Campus Enhancements

Aerial photo is included to allow for easy visual assessment of the campus.





Enhancement Narratives

Facility Conditions Enhancements

The below list is not prioritized, but a list of potential maintenance improvements that have been identified as poor or critical needs as of 2025 that if remedied would begin to positively impact the current declining conditions of the campus that would ultimately change the FCI score. For specific details, refer to Ameresco's ***AssetPlanner***™ database.

① **Site Development**

② **Site Utilities**

③ **HVAC System Upgrades**

④ **Athletic Equipment**

⑤ **Elevators**

⑥ **Plumbing System Upgrades**

⑦ **Planned Renovations**

⑧ **Accessibility Compliance**

Continued

Ellis Stadium

Adequacy and Suitability General Enhancements

The below list is not prioritized, but a list of potential facility improvements that have been identified that help align and foster progress towards established District goals. Refer to Section 07 for descriptions of these recommendations.

1 Secured Perimeter Fencing

Adequacy and Suitability Campus-Specific Enhancements

The below list is not prioritized, but a list of potential facility improvements that have been identified that help align and foster progress towards established District goals.

2 Restrooms and Concessions

Current: Restrooms and concession areas are undersized and outdated, leading to long lines and limited functionality during events. Fixtures, finishes, and layouts do not meet current accessibility or capacity needs.
Recommendation: Expand and modernize restrooms and concession facilities to accommodate event crowds efficiently. Install durable, easy-to-clean materials, upgrade fixtures and equipment, and ensure ADA compliance to improve flow, accessibility, and the overall spectator experience.

3 Field House

Current: A field house is present but undersized, with crowded and shared locker rooms, limited training space, and inadequate storage. The facility only partially supports all athletic programs, creating scheduling and equity challenges.
Recommendation: Expand and modernize the field house to include appropriately sized locker rooms for all sports, dedicated training and conditioning areas, and sufficient storage. Design the facility to support equitable access, safety, and efficiency for all athletic teams and events.

4 Parking

Current: Parking is insufficient to accommodate large events, resulting in congestion, overflow onto surrounding streets, and limited accessibility for spectators and participants.
Recommendation: Expand parking capacity and improve circulation to support large event attendance. Include designated accessible parking, clear signage, and lighting enhancements to ensure safe, efficient, and convenient access for all users.

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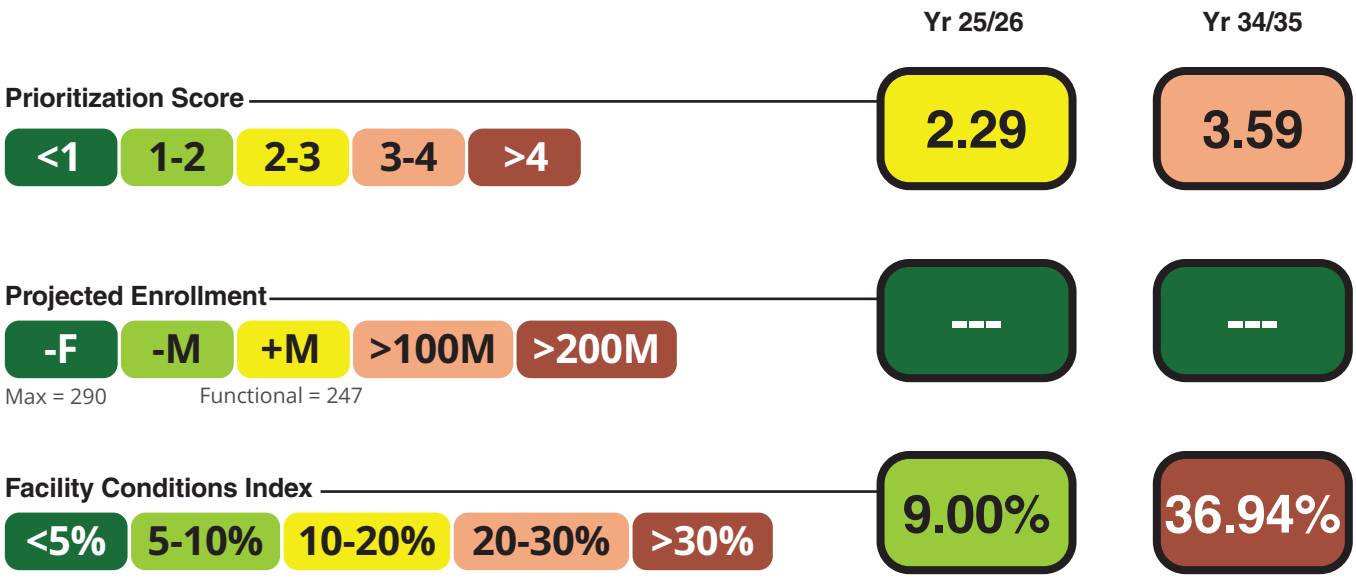
Ratteree Career Development Center

Campus-Specific Data

Potential Campus Enhancements

Aerial photo is included to allow for easy visual assessment of the campus.





Enhancement Narratives

Facility Conditions Enhancements

The below list is not prioritized, but a list of potential maintenance improvements that have been identified as poor or critical needs as of 2025 that if remedied would begin to positively impact the current declining conditions of the campus that would ultimately change the FCI score. For specific details, refer to Ameresco's ***AssetPlanner***™ database.

① **HVAC System Upgrades (Includes Corridor HVAC)**

② **Electrical System Upgrades**

③ **Site Development**

④ **Site Lighting**

⑤ **Plumbing System Upgrades**

⑥ **Accessibility Compliance**

District-Wide Enhancements

The below list is not prioritized, but a list of potential facility interventions that have been identified as projects that help align and foster progress towards established District goals.

❶ **Secured Perimeter Fencing**

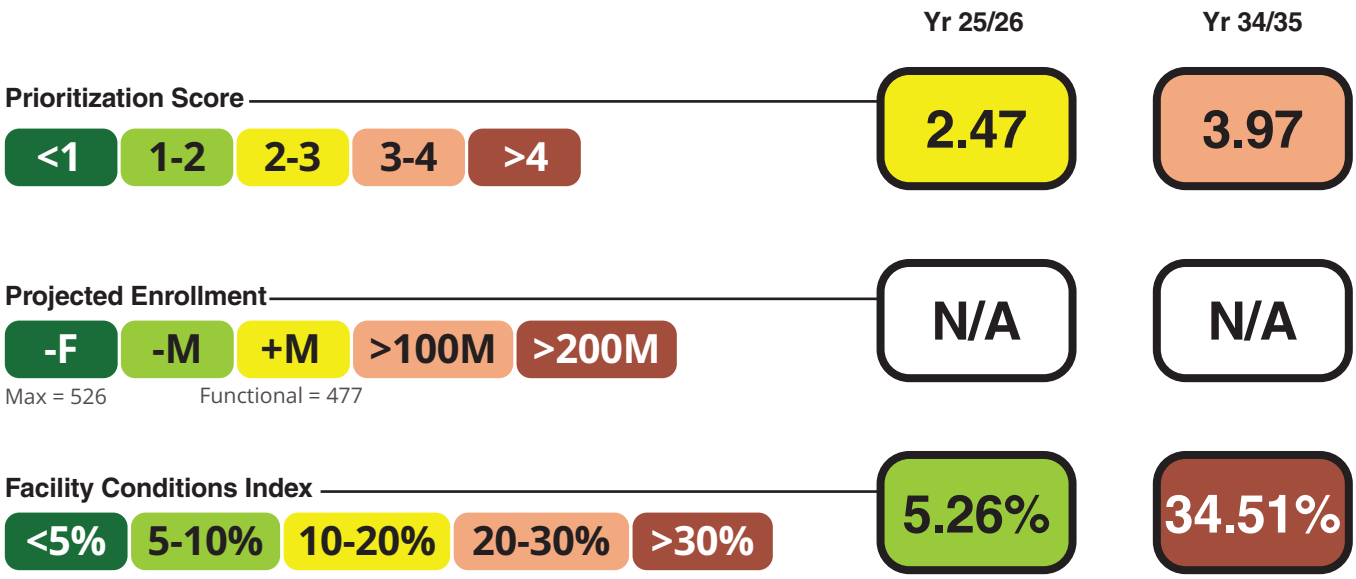
Secondary Reassignment Center

Campus-Specific Data

Potential Campus Enhancements

Aerial photo is included to allow for easy visual assessment of the campus.





Enhancement Narratives

Facility Conditions Enhancements

The below list is not prioritized, but a list of potential maintenance improvements that have been identified as poor or critical needs as of 2025 that if remedied would begin to positively impact the current declining conditions of the campus that would ultimately change the FCI score. For specific details, refer to Ameresco's ***AssetPlanner***™ database.

1. **Plumbing System Upgrades**
2. **HVAC System Upgrades (Including Corridor HVAC)**
3. **Roadways and Parking Lots**
4. **Interior Upgrades**
5. **Site Lighting**
6. **Accessibility Compliance**

Continued

Secondary Reassignment Center

Adequacy and Suitability General Enhancements

The below list is not prioritized, but a list of potential facility improvements that have been identified that help align and foster progress towards established District goals. Refer to Section 07 for descriptions of these recommendations.

1 Wayfinding

Adequacy and Suitability Campus-Specific Enhancements

The below list is not prioritized, but a list of potential facility improvements that have been identified that help align and foster progress towards established District goals.

2 Science Classrooms

Current: The science classrooms are combination spaces that fall below recommended size guidelines. Lab stations, casework, and equipment are outdated, limiting the ability to conduct modern, hands-on experiments and collaborative learning activities.
Recommendation: Renovate and expand the science classrooms to meet current size and safety standards. Provide modern lab stations, updated equipment, and flexible layouts that support both instruction and experimentation, creating engaging and functional learning environments.

3 Library/Media Center

Current: The library is undersized for middle and high school use, with outdated furniture that limits flexibility and comfort. The small room size and dated furnishings restrict space for group work, research, and independent study, reducing the library's effectiveness as a learning hub.
Recommendation: Expand and modernize the library to provide sufficient space for collaborative, independent, and technology-supported learning. Replace outdated furniture with flexible, age-appropriate options and create defined zones for reading, research, and group activities to support a modern secondary learning environment.

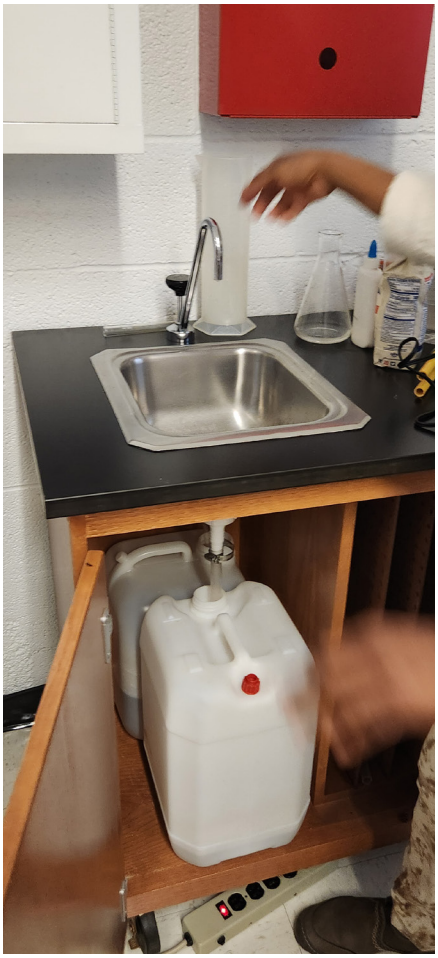
4 Nurse's Office

Current: The nurse's office consists of a single small room with only one cot, providing limited space for privacy, storage, or accommodating multiple students at once. The layout restricts efficiency and confidentiality in care.
Recommendation: Expand the nurse's office to include multiple care stations, private consultation space, and secure storage for medical supplies. Design the area to support privacy, accessibility, and effective student health services.

5 Student Restrooms

Current: Student restrooms are insufficient in number and many are outdated, with aging fixtures, finishes, and layouts that do not meet current standards for accessibility or hygiene.
Recommendation: Increase the number of student restrooms and renovate existing facilities with modern, durable fixtures and materials. Improve accessibility, ventilation, and lighting to create clean, safe, and easily maintained restrooms that support daily student use.

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09

Appendix

Irving Independent School District
Facilities Condition Assessment



Grace Design Studios

AMERESCO

BDA ACCESSIBILITY SERVICES

IRVING
Independent School District

2025

District Facilities Condition Assessment

Irving Independent School District

Grace Design Studios

AMERESCO

BDA ACCESSIBILITY SERVICES