EDUCATION
EDUCATION ELEMENT

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PLANO COMPREHENSIVE PLAN
EDUCATION ELEMENT

INTRODUCTION

The education element of the Comprehensive Plan provides a series of goals, objectives and policies for the provision of a wide range of educational services.

The City of Plano is represented by four public school systems:

- Allen Independent School District
- Frisco Independent School District
- Lewisville Independent School District
- Plano Independent School District

Because PISD includes approximately 65% of the City's total land area and an even larger ratio of its planned residential area, this element has been prepared jointly with PISD to ensure coordination and compatibility in planning by the two entities. In the future, efforts will be undertaken to formally incorporate applicable information, projections, and policies of the other school districts and of the Collin County Community College District (CCCD).

Below is a summary of the key proposals outlined in the education element.

MAJOR PROPOSALS

PROGRAMS AND SERVICES

In addition to the education curriculum and services normally provided, the Plano system should provide academic and vocational programs to serve the economic development needs of the community. A program and process combining economic development and educational planning should be formed and maintained to ensure responsiveness to the changing needs of the local economy as well as changing educational requirements.

FACILITY LOCATIONS

The educational element provides a series of criteria for the placement of various types of educational facilities. These criteria will not only benefit school officials and their staff, but will also assist City officials, their staff, and developers in the provision of proper site locations for these facilities as part of the development process.

FACILITY PLANNING

Annual updating and review of projections with respect to short- and long-term facility needs is recommended. This process should be coordinated between the City and the PISD to ensure that both entities have the latest, most accurate data and information with which to make appropriate planning adjustments.

CONDITIONS/TRENDS/ISSUES

SCHOOL DISTRICTS AND GROWTH

The PISD includes all of the City's ultimate land area except for the far western and far northern sections. The PISD also includes land either incorporated into or part of the Extra-Territorial Jurisdiction (ETJ) of the cities of Dallas, Richardson, Murphy and Parker. The Independent School Districts of Lewisville, Frisco, and Allen cover those parts of existing and future Plano that are not within PISD. (See Figure 1 showing Plano, surrounding areas, and associated school district boundaries.)
As is the case with the City of Plano, the PISD has grown with the increase in population in the northern Metroplex. Factors contributing to the explosive growth of the northern Metroplex area are:

- An emphasis on quality education provided by the school systems of Highland Park, Richardson and Plano;
- An adequate existing and proposed thoroughfare system to accommodate rapid growth; and
- An adequate tax base and Capital Improvements Program (CIP) to provide needed services and facilities in a timely fashion.

Table 1 illustrates the rapid growth rate of the population within the PISD over a 35-year period, which proportionately parallels the growth rate of the City of Plano during that time.

<table>
<thead>
<tr>
<th>Age Group (Years)</th>
<th>Number</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-4</td>
<td>7,618</td>
<td>9.1</td>
</tr>
<tr>
<td>5-13</td>
<td>16,877</td>
<td>20.1</td>
</tr>
<tr>
<td>14-18</td>
<td>8,109</td>
<td>9.6</td>
</tr>
<tr>
<td>19-24</td>
<td>5,824</td>
<td>6.9</td>
</tr>
<tr>
<td>25-34</td>
<td>17,938</td>
<td>21.4</td>
</tr>
<tr>
<td>35-44</td>
<td>15,878</td>
<td>18.9</td>
</tr>
<tr>
<td>45-64</td>
<td>9,390</td>
<td>11.2</td>
</tr>
<tr>
<td>65 &amp; over</td>
<td>2,339</td>
<td>2.8</td>
</tr>
<tr>
<td>TOTALS</td>
<td>83,973</td>
<td>100.0</td>
</tr>
</tbody>
</table>

(Median age in years: 27.5)


In 1980, there were 30,261 PISD area residents enrolled in public and private educational institutions (see Table 3). Of that total, 23,534 were enrolled in grades K-12, 4,201 attended college, and 2,526 attended nursery or pre-school. According to 1980 Census figures, Plano's public schools served more than 95% of the population enrolled in grades K-12. The 1985-86 school year enrollment was 27,800, a 35% increase over 1980. Enrollment is projected to increase by 15% in 1990, and by 14% in 1995 (see Table 4).
TABLE 3
ENROLLMENT DISTRIBUTION
IN EDUCATIONAL INSTITUTIONS

<table>
<thead>
<tr>
<th>Type</th>
<th>Number Enrolled</th>
<th>Percent of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursery</td>
<td>2,526</td>
<td>8.3</td>
</tr>
<tr>
<td>Grades K-8</td>
<td>17,029</td>
<td>56.3</td>
</tr>
<tr>
<td>Grades 9-12</td>
<td>6,505</td>
<td>21.5</td>
</tr>
<tr>
<td>College</td>
<td>4,201</td>
<td>13.9</td>
</tr>
<tr>
<td>TOTAL</td>
<td>30,261</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Source: 1980 U.S. Census

TABLE 4
STUDENT POPULATION PROJECTIONS

<table>
<thead>
<tr>
<th>Year</th>
<th>Projected Enrollment (K-12)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1985</td>
<td>27,800</td>
</tr>
<tr>
<td>1988</td>
<td>31,000</td>
</tr>
<tr>
<td>1990</td>
<td>31,900</td>
</tr>
<tr>
<td>1995</td>
<td>36,450</td>
</tr>
</tbody>
</table>

Source: MP/F Research, Inc.
December, 1985

GROWTH TRENDS

Future growth will continue the transition from a suburban to an urban community with more new commercial development, higher priced land and homes, and increasing numbers of multi-family residential dwelling units. Future Plano housing types will include condominiums, townhouses, and small lot patio homes in addition to traditional single-family homes. Economic and life-style changes, reflected by the development of newer housing forms, will directly impact sizes of households, types of households, and student yield per household. Historically, student yields from medium and high density dwelling units have been lower than those of traditional low density, single-family detached units. However, all housing types will have decreasing average household sizes and student yields if current trends continue.

The expected pupil population at "build-out" is estimated at 45,000 to 50,000. Using total housing units as a measure of expected development, the District has reached a level of 31% of its expected tax base at "build-out".

Another measure of growth and development, and an indicator for future prospects, is tax base revenue resources available to support education services. Since 1976, the taxable value of property within the PISD has gone from $498,139,645 to $6,920,427,975, a 1,289% increase. Another significant factor is the change in taxable values of residential and non-residential properties. In 1981, non-residential property contributed 35% of the total taxable value. By 1985, this proportion had increased to 49%, and indications are that non-residential properties will continue to increase their share of the tax base.

In spite of a growing tax base, however, local homeowners will continue to feel the pinch caused by a system of state education funds distribution which equalizes state funds to school districts in relation to local property values. Therefore, as the local tax base grows, the ratio of state contributions for operating expenses will decrease. Maintaining and enriching local education programs in future years will depend on local taxpayer efforts, since state funds to Plano will continue to decrease.
Educational Facilities

Note: All Existing And Future Facilities Are Shown In Approximate Locations.

△ Senior High School (Grades 11, 12)
□ High School (Grades 9, 10)
□ Middle School (Grades 6–8)
○ Elementary School (Grades K–5)
❖ Elementary School (Under Construction)
★ Administration Building

1 Plano East Senior High School
2 Plano Senior High School
3 Clark High School
4 Shepton High School (7–10)
5 Vines High School
6 Williams High School
7 Armstrong Middle School
8 Bowman Middle School
9 Carpenter Middle School
10 Haggard Middle School
11 Hendrick Middle School (K–8)
12 Schimpf Middle School
13 Wilson Middle School
14 Ackridge Elementary School (K–6)
15 Barron Elementary School
16 Brinker Elementary School
17 Carlisle Elementary School
18 Christie Elementary School
19 Davis Elementary School
20 Dooley Elementary School
21 Forman Elementary School
22 Harrington Elementary School
23 Huffman Elementary School (K–6)
24 Hughston Elementary School
25 Jackson Elementary School (K–6)
26 Mathews Elementary School
27 Meadows Elementary School
28 Memorial Elementary School
29 Mendenhall Elementary School
30 Saigling Elementary School
31 Shepard Elementary School
32 Sigler Elementary School
33 Thomas Elementary School
34 Weatherford Elementary School
35 Wells Elementary School

FIGURE 2
8–5
HIGHER EDUCATION

The main providers of higher education for Plano residents are the University of Texas at Dallas (UTD) and Collin County Community College (CCCC). UTD’s main campus is in Richardson and CCCC currently has facilities in McKinney. CCCC also plans two Plano campuses - one on the east side and one on the west side. The east side campus should be in operation by Fall, 1988.

CCCC is supported by local property taxes and its trustees are locally elected. Current plans include development of a curriculum specifically aimed at the needs of County residents and the local economy. Close coordination between CCCC, UTD, the public school districts, and business and government leaders will be essential to ensure a program that is responsive to changing community needs and which avoids duplication of services.

GOALS/OBJECTIVES/POLICIES

The following section provides a framework of policies developed in response to conditions, trends and issues previously identified. The policies provide a basis for guiding and coordinating the development of an education system with other key elements affecting the community’s growth and development.

GOALS

- Encourage the availability of a broad range of high quality educational opportunities for residents.
- Provide academic programs to serve educational needs of the community and region, and to assist students in developing personal knowledge, skills and competence in the areas of:
  - Intellectual Discipline
  - Economic and Occupational Competence
  - Citizenship and Political Understanding
  - Physical and Environmental Health
  - Cultural Appreciation and Aesthetics
  - Personal and Social Relations
  - Leisure Time
- Provide a system of educational facilities and resources which supports attainment of these educational goals, and which enhances other functional elements of the community.

OBJECTIVES AND POLICIES

PROGRAMS AND SERVICES

OBJECTIVE 1.100 OFFER A DIVERSITY OF HIGH QUALITY EDUCATIONAL PROGRAMS AND SERVICES FOR ALL CITIZENS.

POLICY 1.101 Provide educational programs and curriculum in elementary, middle, high and senior high school levels corresponding to the needs of individual students and special populations.

POLICY 1.102 Provide vocational and continuing education opportunities for all citizens.

POLICY 1.103 Provide educational programs which serve the academic and vocational needs of individuals and the economic development needs of the community by:

a. Incorporating training for high technology, computers, electronics, and other projected occupational needs into the educational curriculum; and
b. Establishing and coordinating a program of economic development and educational planning.
POLICY 1.104 Use technology when feasible to enhance educational programs by:

a. Technology (e.g., computer assisted instruction) for individualized learning; and
b. Computer managed instruction systems to individualize learning more effectively.

POLICY 1.105 Design educational services and programs to attain standards of excellence by:

a. Periodically monitoring services for compliance with state, local and federal standards; and
b. Placing special emphasis on areas found to be deficient or not in compliance with accepted standards.

POLICY 1.106 Encourage private educational services and facilities to meet standards of educational quality.

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1 The objectives and policies for programs and services (Objective 1.100 and Policies 1.101 through 1.106) have been prepared for and adopted by the Board of Trustees of the Plano Independent School District. They pertain specifically to the operation and function of PISD, but have been included in this Plan for the purpose of comprehensiveness and continuity.

FACILITY LOCATIONS

OBJECTIVE 2.100 PROVIDE NEEDED EDUCATIONAL FACILITIES IN POPULATED LOCATIONS CONVENIENT TO AREAS OF NEED.

POLICY 2.101 Nursery school sites should be located on arterial or collector streets, and should be easily and safely accessible to through traffic. Sites should be within or adjacent to residential areas, but at locations that will not adversely affect surrounding properties. Sites should be on streets of collector size or greater (Type "F" or above).²

POLICY 2.102 Elementary schools should be placed within or adjacent to residential areas, and at locations which are easily and safely accessible to local pedestrian and vehicular traffic. Facilities should be within walking distance of residential areas, and at locations that will enhance surrounding properties. Sites should be on collector streets (Type "F" or above).²

POLICY 2.103 Middle schools should be centrally located within the residential neighborhoods being served, near neighborhood and community activity centers, and should be easily and safely accessible to local and through traffic. Facilities should be included in service areas of one or more elementary-primary schools. Sites should be located in close proximity to neighborhood and community activity centers, and should serve as community activity centers themselves. These facilities and adjacent land uses should be mutually enhanced. Sites should be located on collector streets (Type "F" or above) with easy access to major thoroughfares (Type "C" or above).²

POLICY 2.104 High schools should be located near neighborhood and community activity centers, and on sites which are easily and safely accessible. Facilities should include the service areas of one or more junior high/middle schools. These facilities and adjacent land uses should be mutually enhanced. Sites should be located on secondary thoroughfares (Type "E" or above) with easy access to major thoroughfares (Type "C" or above).²
POLICY 2.105 Locate senior high schools near neighborhood and community activity centers, and on sites which are easily and safely accessible. Facilities should be situated so that they are adjacent to land uses which will be mutually enhanced. Sites should be located on secondary thoroughfares (Type "E" or above) with easy access to major thoroughfares (Type "C" or above).  

OBJECTIVE 2.200 PROVIDE VOCATIONAL, SPECIAL AND ADULT EDUCATION FACILITIES IN CONVENIENT LOCATIONS NEAR MAJOR ACTIVITY CENTERS.

POLICY 2.201 Locations should be on secondary thoroughfares (Type "E" or above) with ease of access to major thoroughfares (Type "C" or above), and should be readily accessible to service areas. The facilities should enhance adjacent land uses. Sites should be near or a part of community or neighborhood activity centers including parks, shopping centers or offices.  

POLICY 2.202 Provide public transportation services to all students attending public educational facilities as required by local, state and federal standards, and in unusual cases where pedestrian travel is unsafe.

2 Noted facilities should have their main access to the size street or thoroughfare specified (or one of a larger size), but may also abut other streets of lesser size.

OBJECTIVE 2.300 PROVIDE HIGHER EDUCATIONAL FACILITIES THAT CAN SERVE BOTH THE COMMUNITY AND REGION, AND WHICH ARE IN READILY ACCESSIBLE CENTRAL LOCATIONS.

POLICY 2.301 Junior colleges, colleges, universities, and similar institutions should be on sites that are safely accessible to through traffic, and should be directly accessible to major thoroughfares (Type "C" or above).  

POLICY 2.302 Sites should have an internal circulation system that minimizes impacts on surrounding land uses and traffic patterns. These sites should be near other high activity centers.

POLICY 2.303 Sites should be adequately sized to serve the anticipated student population based on future service areas. Adequate space should be provided for expansion and transition areas between these facilities and adjacent uses.

OBJECTIVE 2.400 PROVIDE FOR PRIVATE EDUCATIONAL FACILITIES IN LOCATIONS THAT READILY SERVE THE NEIGHBORHOOD AND COMMUNITY.

POLICY 2.401 Private education providers should locate near the center of their service area on collector streets with ease of access to major thoroughfares. Sites should be near or a part of community or neighborhood activity centers including parks, shopping centers, and offices. The locations should enhance adjacent land uses.
FACILITY PLANNING

OBJECTIVE 3.100 PROVIDE FOR SCHOOL SYSTEM OPERATIONS AND REGULATIONS THAT ARE FISCALLY RESPONSIBLE AND COORDINATED WITH THOSE OF OTHER LOCAL AND REGIONAL GOVERNMENTAL ENTITIES.

POLICY 3.101 Intergovernmental cooperation should be a continual process through:

a. Sharing facilities for community activities and programs; and
b. Scheduling facility maintenance, rehabilitation and construction in advance, and coordinating with other agencies and departments as is presently done through the Capital Improvements Program (CIP).

POLICY 3.102 Establish a sound fiscal plan that provides for the community’s educational needs by ensuring effective use of local funds through programming and project review and monitoring.

POLICY 3.103 Use available federal and state resources for meeting local goals and objectives.

RECOMMENDATIONS

- Evaluate the various aspects of requiring school site dedication in residential developments, or fees in lieu of same, to minimize the impact of new development on existing facilities.

- Establish a process of joint review of City and school CIP’s and plans to ensure continued coordination in the planning and construction of facilities and infrastructure. Such a process should provide for the selection of school sites that are compatible with the goals, objectives, and policies of other chapters of the Comprehensive Plan.