Project Advisory Team Meeting Minutes

Energy Institute High School

MEETING NO.: 003

LOCATION: **Energy Institute High School**

DATE / TIME: May 8, 2014, 3:30 pm

ATTENDEES: **Raul Alanis**, Teacher; **Chisom Anyanwu**, Student; **Kae Runey**, Parent; **Timothy Chung**, Student; **Clay Clayton**, HISD – Facilities Planning; **Valencia Dutton**, Teacher; **Jillian Estrella**, Teacher; **Amber Farias**, Student; **Lori Lambropoulos**, Principal; **Noelle MacGregor**, Dean of Students; **Spencer Mathis**, Teacher; **Anne Papakonstantinou**, Math Specialist (Rice U); **Avin Pasalar**, Student; **Richard Tesson**, Parent; **Sarah Hewitt**, IPAA; **Jenny McCauley**, Southwestern Energy; **LaJuan Harris**, HISD-Facilities Planning

PURPOSE: The purpose of this meeting was to approve the Guiding Principals and further develop the Capacity Model for the Energy Institute High School.

AGENDA ITEMS:

- Introductions
- Review Guiding Principles
- Review Capacity Model
- Introduction to Space Requirements
- What to expect at the next Project Advisory Team Meeting

NOTES:

1. The staff of Energy Institute presented the PAT with the draft of the Energy Guiding Principles. The principles are as follows:
    a. TWENTY-FIRST CENTURY SKILLS/PROJECT BASED LEARNING CAMPUS: Students at Energy develop 21st century skills through our campus wide implementation of project based learning. Our space should:
        i. Provide open, flexible, collaborative, and creative space for students to work in project teams.
        ii. The space should allow for students to have individual focus work areas when needed, and space for students to collaborate with multi-media.
        iii. There must be presentation spaces for practice as well as professional presentations in front of panels of experts.

    b. TECHNOLOGY: Continuously updated technology is a priority at Energy. Our space should include:
        i. A school structure that lends itself to current and future technological updated.
        ii. Allows technology to be seamlessly integrated into our workspaces.

    c. PATHWAYS: Energy has three pathways for students: Offshore Technology, Geoscience, and Alternative Energy. Our space should include:
        i. Areas for students who select each of these three pathways to form a learning community.
        ii. A way to use space within each area to highlight information regarding the pathways.
        iii. Lab space that exceeds the needs of these specialized curriculums.
        iv. Eco-friendly concepts that are an appropriate example of energy usage.

d. ENERGY COMMUNITY: Energy Institute High School is part of a larger energy industry. Houston is the energy capital of the world. Our space should include:
    i. Space that can serve as a nexus where industry and local community can come together to develop partnerships and provide educational experiences.
    ii. A learning community within our building where the structure encourages, and doesn't impede, learning. All useable spaces should become part of the learning with huddle spaces, walls that are usable for writing and posting information, etc.

2. Capacity Model:
    a. Principal Lambropoulos indicated that the school should include spaces of varying sizes and that teachers were not tied to a single classroom. It was determined that the school should be made of four houses or neighborhoods, one for the 9th grade and one for each of the three pathways. The ninth grade house could have more traditional spaces. The vision for the school was to have team teaching either by course subject or by pairing two subject matters. The group noted some advantages to using team teaching:
        i. Teachers could separate students with the same learning abilities/styles and teach to their strong points.
        ii. Subject matters could be coordinated to provide students with more in-depth project based learning opportunities.
    b. PAT member Anne Papakonstantinou (Dr. P) cautioned the group on open concepts and its negative impact on learning math. Dr. P indicated that students need a quiet space and direct teaching methods for learning math. Space for storage and technology used to learn math should be considered when identifying the spatial needs.
    c. Jenny McCauley, of Southwestern Energy, discussed the development of new spaces that her company was undertaking. The new spaces will incorporate portable white walls to divide spaces, collaborative spaces, small and large group rooms as well as rooms for technology based training. Ms. McCauley acknowledged that the younger generations are accustomed to multi-tasking in an active atmosphere. She noted that a mental shift will be necessary to design learning spaces that meet the needs of future generations.
    d. Administrative staff indicated there will be up to 56 teachers on staff once the school reaches full capacity. The breakdown of the teachers will be:
        i. 8 Engineering
        ii. 8 Science
        iii. 16 English and Social Studies (English and Social Studies would be combined for team teaching opportunities)
        iv. 1 Physical Education
        v. 2 Art / Architecture
        vi. 2 AP/Environmental Science
        vii. 8 Math
        viii. 6 World Language
        ix. 5 Electives (not yet determined)
    e. To expedite the planning process the group decided to set up user group meetings so that more information could be gathered. A meeting schedule was developed with Principal Lambropoulos and Dean of Students, Noelle MacGregor.
        i. May 15, 2014 – Meet with Engineering teachers
        ii. May 16, 2014 – Meet with Science teachers
3. What to expect at the next Project Advisory Team Meeting
    a. Approve the Guiding Principles.
    b. Review the capacity model.

QUESTIONS / COMMENTS:

1. Will HISD accept corporate money to increase the capacity of the school? (asked at a previous meeting) *HISD does accept corporate money for programs; however, the capacity of the school has been determined by demographic studies.*
2. What would be the last date that a corporation can contribute to the new building?(asked at a previous meeting) *Corporate donations must be approved by the Board before they can be accepted. If the donations would potentially change items that are specified in the design drawings, then these funds should be approved and submitted to HISD prior to the end of the initial design phase for the project or schematic design.*

3. Can the PAT review the Memorandum of Understanding (MOU) by which the school is operating? (asked at a previous meeting) *There is not a Memorandum of Understanding in existence at this time. HISD is actively pursuing corporate sponsorship where a MOU could be developed in the future.*
4. Where will Energy Institute be housed until the new school is built? *Energy Institute will move to the old Dodson Elementary School and will be located there for the next two years. Principal Lambropoulos will be meeting with the VLK Architects and HISD Construction and Facilities Services to discuss the temporary location.*
5. What architectural firm has been assigned to the project? *VLK Architects has been selected.*

ACTION ITEMS:

3-01 Develop master schedule for school with 9th – 12th grade students (Energy Administration)
3-02 Revise Capacity Model and develop draft Space Requirements. (HISD Facilities Planning)
3-03 Set up site visit to Wunsche Sr. High School Career Academy (HISD Facilities Planning)

NEXT MEETING: Thursday, June12, 2014 @ 3:30 p.m.

Please review the meeting minutes and submit any changes or corrections to LaJuan Harris.
After five (5) days, the minutes will be assumed to be accurate.

Sincerely,

LaJuan A. Harris, PMP
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