



STATE OF HAWAII  
DEPARTMENT OF EDUCATION  
P.O. BOX 2360  
HONOLULU, HAWAII 96804

OFFICE OF THE SUPERINTENDENT

February 20, 2020

TO: The Honorable Dwight Takeno  
Chairperson, Human Resources Committee

FROM: Dr. Christina M. Kishimoto  
Superintendent

A handwritten signature in blue ink, appearing to be "CK", written over the name "Dr. Christina M. Kishimoto".

SUBJECT: **Committee Action on Recommendation Concerning Appointment of the Complex Area Superintendent for the Nanakuli-Waianae Complex Area**

I am recommending the following appointment effective July 1, 2020.

Sione Thompson  
Complex Area Superintendent (CAS)  
Nanakuli-Waianae  
Position No. 60086  
Annual Salary: In accordance with the CAS salary range approved by the Board on September 19, 2019

The position of the CAS stipulates that the candidate must possess strong programmatic, leadership, communication, and collaboration skills in order to lead a K-12 portfolio of diverse schools and serve as a community leader for the island residents. Attached is a position description that outlines the full scope of the CAS duties.

On October 15, 2019, Deputy Superintendent Phyllis Unebasami and I met with the Nanakuli-Waianae complex area principals to collaborate on the needs of the Nanakuli-Waianae schools and the expectations for the new CAS. On October 17, 2019, Deputy Superintendent Unebasami and Office of Talent Management Assistant Superintendent Cynthia Covell met with the complex area staff to hold a similar discussion. As a result of those conversations, clarity was achieved around the critical needs of their schools.

Based on the aforementioned meetings with the principals and complex area staff, the search committee reviewed the desired attributes and agreed on a set of questions to ask each of the candidates.

These attributes included: a strong communicator across multiple stakeholder groups and an instructional leader who could advocate for resources and partnerships that would empower purposeful school designs to address the learning needs and aspirations of the Nanakuli-Waianae students, including our most vulnerable learners.

Mr. Thompson's name was forwarded by the search committee consisting of the Deputy Superintendent, representative principals, complex area superintendents, and a community member. The committee found Mr. Thompson to be passionate and motivated to make a positive difference for the children and families in the complex area. His skillset and deep knowledge of the Nanakuli-Waianae community, public and charter schools, and his proven track record in leading and collaborating with schools and the community will ensure his success. He will build upon the work of his predecessor for focused improvement of student outcomes leading to a bolstering of schools' success. The search committee was impressed with his bold actions to support and open 18 charter pre-schools through a grant. At his request, Mr. Thompson asked to participate in the Department's Aspirant CAS program this year in order to advance his development as a systems leader.

Further, Mr. Thompson's work with student subgroups, including special education, English Learners, and underserved populations, will be a value-added asset as he leads efforts to advance strategies, interventions, and deliverables to close the achievement gap and raise academic performance, especially in the core content.

Throughout his career, Mr. Thompson has demonstrated his commitment to equity and access. He has been a thoughtful partner and collaborator in working with and alongside the Department on the use and compliance of federal funds, such as Title I, IIA, III, and specifically schools needing comprehensive and targeted support. In leading and advancing student-centered school design, his familiarity with the current Strategic Plan and Hawaii's Every Student Succeeds Act will continue to strengthen innovation in the Nanakuli-Waianae Complex Area and advance the Promise Plan strategies as a key leader.

In his role as the Executive Director for the Charter School Commission, Mr. Thompson has been a strategic partner with the Department as we collaboratively dealt with the effects of the volcanic eruptions, school threats and other safety issues, and complex special education issues. His experience at the state level with multiple schools gives him a broad perspective about the challenges and opportunities of public education.

Mr. Thompson possesses the requisite knowledge, skills, and abilities to be successful as the next Nanakuli-Waianae CAS. I have complete confidence in his ability to lead the complex to success through his focus on innovation, commitment to student success, and passion for educators and education.

In an effort to ease the transition and to better prepare him for the role of CAS, I plan to place Mr. Thompson into a Deputy CAS position for the second semester of the 2019-2020 school year. This will allow him to work alongside and learn from the current outgoing CAS. Attached is Mr. Thompson's resume describing his background and work experience and a profile of the Nanakuli-Waianae Complex Area.

CMK:sb

Attachments

**Hawaii State Department of Education  
Complex Area Superintendent Position Description  
(Revised July 23, 2018, July 2019)**

**INTRODUCTION**

Pursuant to the State Strategic Plan, the DOE is committed to ensuring that all students have the academic and personal skills required to succeed in life. As the ninth largest school district in the country, the DOE has a workforce of over 22,000 full-time employees, 10,000 substitutes and other casual employees, and a \$1.9 billion budget. The system consists of 256 public schools and 37 charter schools spanning seven islands that collectively serve nearly 180,000 students, of whom nearly 53 percent qualify for free or reduced price lunch.

The statewide, single school district is comprised of three levels of governance: state, complex areas, and schools. There are 15 complex areas. Each complex area is comprised of two to four school complexes, consisting of a high school and the elementary and middle/intermediate schools that feed into it. The complex area office, lead by a Complex Area Superintendent (CAS) consist of functions that meet the needs of the respective portfolio of schools, students, parents, employees, educators and community stakeholders to focus on transforming school design and learning experiences through strong leadership, student voice, and educator and school community collaboration that leads to strong student outcomes.

The complex area superintendent and staff are tasked with providing support and direction to schools within that geographic region, by situating resources with decision making closer to schools as a means of improving student learning.

**PURPOSE OF POSITION**

The CAS is the highest ranking educational leader closest to the schools and is responsible for modeling collaborative community leadership attuned to the local and cultural context, setting direction, providing thought-partnership, holding complex area staff and principals accountable and building the capacity of principals to improve the conditions for teaching and learning in all classrooms, pursuant to the vision and mission of the Hawaii State Department of Education. The CAS holds decision making authority to address day-to-day academic and operational school issues and is tasked with ensuring that exemplary teaching and learning occurs at every school in the complex area.

The CAS must balance: 1) supervising and monitoring principal performance with the equally critical responsibility to support and develop principals and their teams; 2) supervise and support complex area direct reports' performance to set and attain high levels of student achievement across the complex area; and 3) ensure efficient and effective use of DOE and community resources through adherence to policy and ethical decision-making.

## **MAJOR DUTIES, RESPONSIBILITIES, AND ESSENTIAL FUNCTIONS**

The CAS provides executive leadership by upholding the values of high expectations, equity, and cultural understanding in all matters through a productive professional culture. Major responsibilities include the following:

**Executive Leadership for Student Achievement:** The CAS must demonstrate executive and community leadership by setting, communicating, and reviewing direction; lead development of a complex area plan to reach the system's shared vision of instruction and achievement; strategically connect resources and develop mechanisms for addressing parent concerns and fostering positive complex area/community relations through strategic use of resources and communications; manage processes for school teams to identify short and long term goals within an annual academic plan, facilitate the periodic review of performance against the complex area plan, and coach, and direct when appropriate, principals and direct reports to make mid-course adjustments as necessary (25%).

**Accountable Empowerment of Schools:** The CAS must work closely with principals, individually and as a group, to grow their leadership capacity through the use of frequent and actionable feedback focused on instruction, data analysis, and aligned interventions; coach and support principals and other leaders, including the community, in resolving unexpected situations and meeting their outcome-based performance targets, help school principals create a PK-12 feeder school, educational systems and structures for shared leadership in their schools to support teaching and learning; gather and analyze feedback from schools to inform statewide education policy and implementation; engage in personal development and continuous improvement to increase student learning; and cultivate a productive professional culture across and within the complex area, complex and schools. (20%)

**Support and Accountability Systems:** The CAS conducts reviews of the total school program of all schools in the complex area portfolio to ensure: 1) the administration of the development, implementation, and assessment of educational programs and services are consistent with state and federal policies and mandates; 2) collaboration and direction with school communities and partners to meet the vision, mission, and needs and aspirations of students and their families; and 3) monitoring of administrative decisions at complex area and school level, promote effective and efficient operations of the schools and complex area offices. (15%)

**Feedback and Performance Evaluation of Leaders in Complex Area:** The CAS must conduct in a timely manner direct reports' and principal evaluations and provide high quality feedback on actions and behaviors of successful leadership, such as effective management of instructional staff, implementation of evidence-based research practices, use of data, and establishment of a positive complex area/school culture. Furthermore, the CAS needs to strengthen and mediate

accountability processes so direct reports'/principals' experience support in their growth as instructional leaders. (15%)

**Systems for Talent Management:** The CAS must implement talent management procedures for complex area and school leaders and relevant non-instructional personnel as well as recruiting, selecting, onboarding, assigning and retaining quality school leaders, educators, and relevant non-instructional personnel, and ensure protocols are in place to develop and implement an effective system of professional development and technical assistance focused on improving educational and operation services for each school as well as the complex area office. (10%)

**Operational Leadership:** The CAS must interface with the relevant state offices to resolve matters of fiscal and resource management, school safety and culture, civil rights, personnel issues, investigations, and reporting; serve as a safeguard to external distractions/non-instructional issues. (10%)

Evidence/Data: Reduction in number of procurement violations, system for remediation system for fiscal audit findings, reduction of IEP process-based settlements.

The CAS must perform other related duties as assigned. (5%)

## **PERFORMANCE OBJECTIVES AND PROGRAM ACCOMPLISHMENTS FOR SY19-20:**

Objective #1: To ensure the implementation of Strategic Plan and ESSA, the CAS will advance strategies through specific action steps or deliverables based on School Design, Student Voice, and Teacher Collaboration.

*SY19-20 BOE Priorities: Equity and Access, Student-Centered School Design*

Objective #2: In order to close the Achievement Gap and support TSI/CSI schools, the CAS will advance strategies, interventions, and/or deliverables based on evidence-based research for special education, English Learners, and other student subgroups who are underperforming.

*SY19-20 BOE Priority: Safe Learning Environments that Support Student Well Being: Staff Development, Recruitment, and Retention.*

Objective #3: To ensure productive, collaborative interactions within schools and community, the complex area, and with state level, the CAS will advocate, set, and lead to ensure conditions of success for all schools.

*BOE Priorities for SY19-20: Communication and Engagement.*

# SIONE THOMPSON

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## EDUCATIONAL CREDENTIALS

- **Masters of Education Administration - M.Ed.**

University of Hawaii

2011

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## ADMINISTRATIVE WORK EXPERIENCE

### **Executive Director** - Hawaii State Public Charter School Commission

**2016 - Present**

- *Direct report to the Commission Board and Hawaii State Board of Education*

Oversight of the State charter school authorizing office in accordance HRS 302D. Responsible to develop and implement statewide educational performance expectations and goals for 37 charter schools statewide for approximately 12,000 students and a \$93M budget.

### **Title III Program Director** - University of Hawaii West Oahu

**2015 - 2016**

#### **Assistant Professor**

- *Direct report to Vice Chancellor of Student Affairs*

Responsible for overseeing \$14.2M grant. Lead and direct programs that increase college going rate, attrition, persistence, and retention of underserved population. Coordinate dual credit/ early college programs and work with local high schools to provide a comprehensive program that affords high school students the opportunity to earn college credit.

### **Principal** – Saint Louis School

**2013 - 2015**

- *Direct report to President*

Educational leader responsible for management of all educational operations of the school. Promote a Catholic learning environment through the approved curricula and mission of the school. Oversee a student body of approximately 700 Students. Devise and coordinate schedules, planning and implementing professional development for teachers and staff. Serve as the operations coordinator for policy and procedure compliance to the Board of Directors.

### **Director of Advancement** – Saint Louis School

**2012 – 2013**

- *Direct report to President*

Responsible for planning, organizing, and managing comprehensive annual fundraising campaigns. Manage fund raising strategies and coordinate the management and distribution of endowed funds (\$55M). Management of the department and provide ongoing staff development to enhance performance. Cultivate donors and Board of Directors to accomplish the organization fund goals and responsible for developing and managing alumni relations.

### **Vice Principal** – Saint Louis School

**2010 – 2012**

- *Direct report to Principal*

Supervise a team of educational professionals and support staff and oversee a student body of approximately 700 Students. Devise and coordinate schedules, planning and implementing professional development for co-curricular programs. Oversee daily operations of the school's various programs and serve as the operations coordinator for policy, procedure, and compliance.

### **Dean of Students** – Saint Louis School

**2007 - 2010**

- *Direct report to Vice Principal*

Responsible for upholding the Student Code of Behavior and implementing corrective action plans through restorative justice process with students, counselors, faculty, community, and parents. Oversee operating procedures in the interest of student safety and security and uphold the school's mission, vision and values.

*Work Experience cont.*

### **Teacher – Social Sciences** - Saint Louis School

**2005 - 2007**

- World History/U.S./Modern European/AP Government – grades 6-12
- Computer Science and Technology/ Philosophy

### **Counselor/ Teacher** - YouthBuild USA

**2004 - 2005**

- Teacher a GED Community-Base program for students (ages 16-24)
- Behavioral Counselor for youth ages 8-12 in foster housing

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## COMMUNITY INVOLVEMENT

### **Michael Bennett Foundation – Board Director**

**Present**

Board Director for The Bennett Foundation assist communities in achieving lifelong success and providing resources to achieve and sustain a healthy life. - <https://thebennettfoundation.org/>

### **Casual Recovery INC.**

**Present**

Founding member and volunteer business manager all financial operations of a startup medical technology company with a mission to better the lives of post surgery patients.

### **Hawaii Children's Action Network (HCAN) - Board Director**

**Present**

Board Director for HCAN a community impact advocacy organization with a focus on health and education and a vision for all children to be healthy, safe, and ready to learn. - <http://www.hawaii-can.org/>

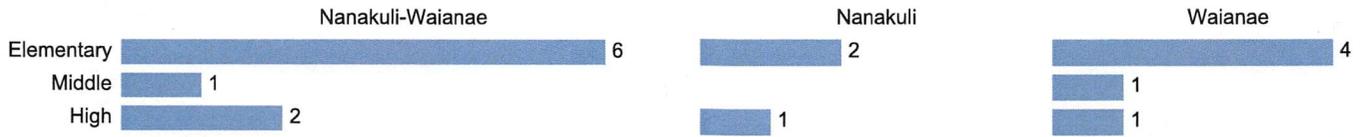
### **RISEHI**

**Present**

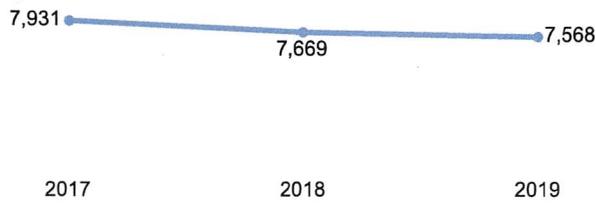
Board Director for RISEHI a local organization with a focus on helping people of Hawaii accelerate businesses and encourages individual entrepreneurial goals. - <https://risehi.com/>

# Complex Area Report: Nanakuli-Waianae

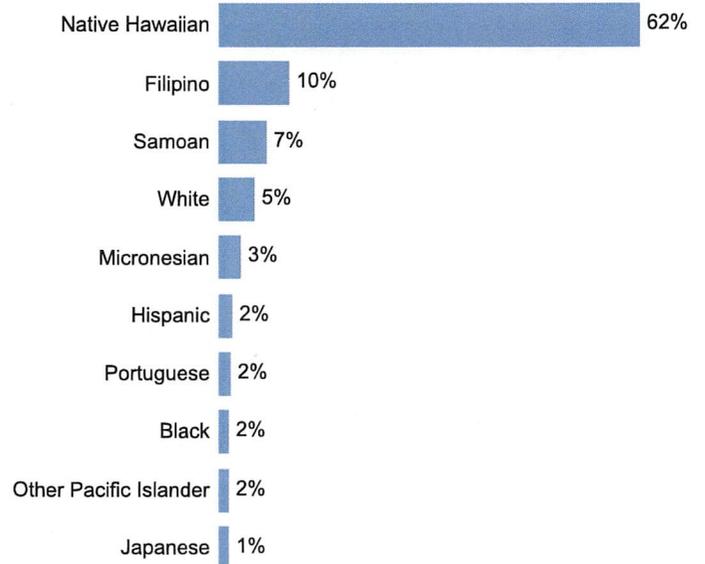
## Number of Schools



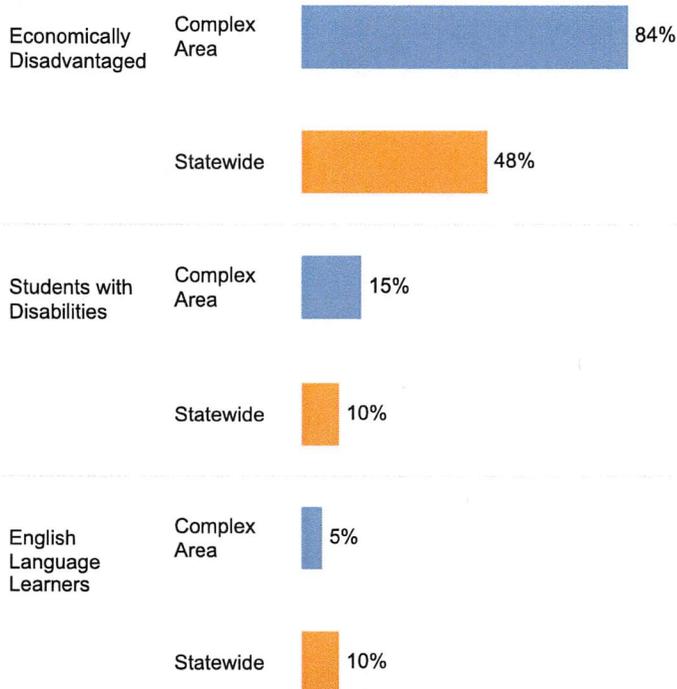
## Total Enrollment Over Time\*



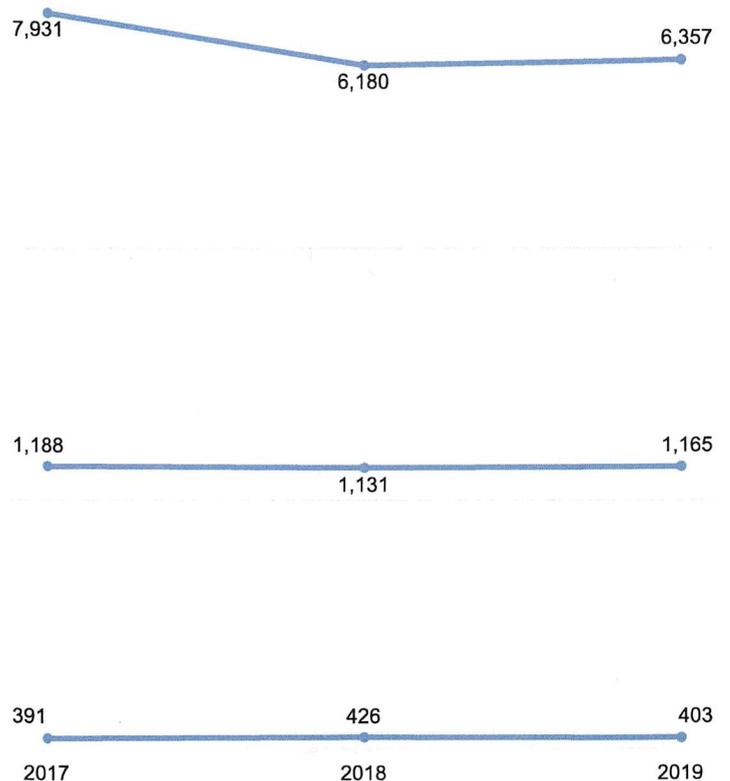
## Enrollment by Racial/Ethnic Group\* Ten Most Common Categories



## High-Needs Enrollment by Type\*



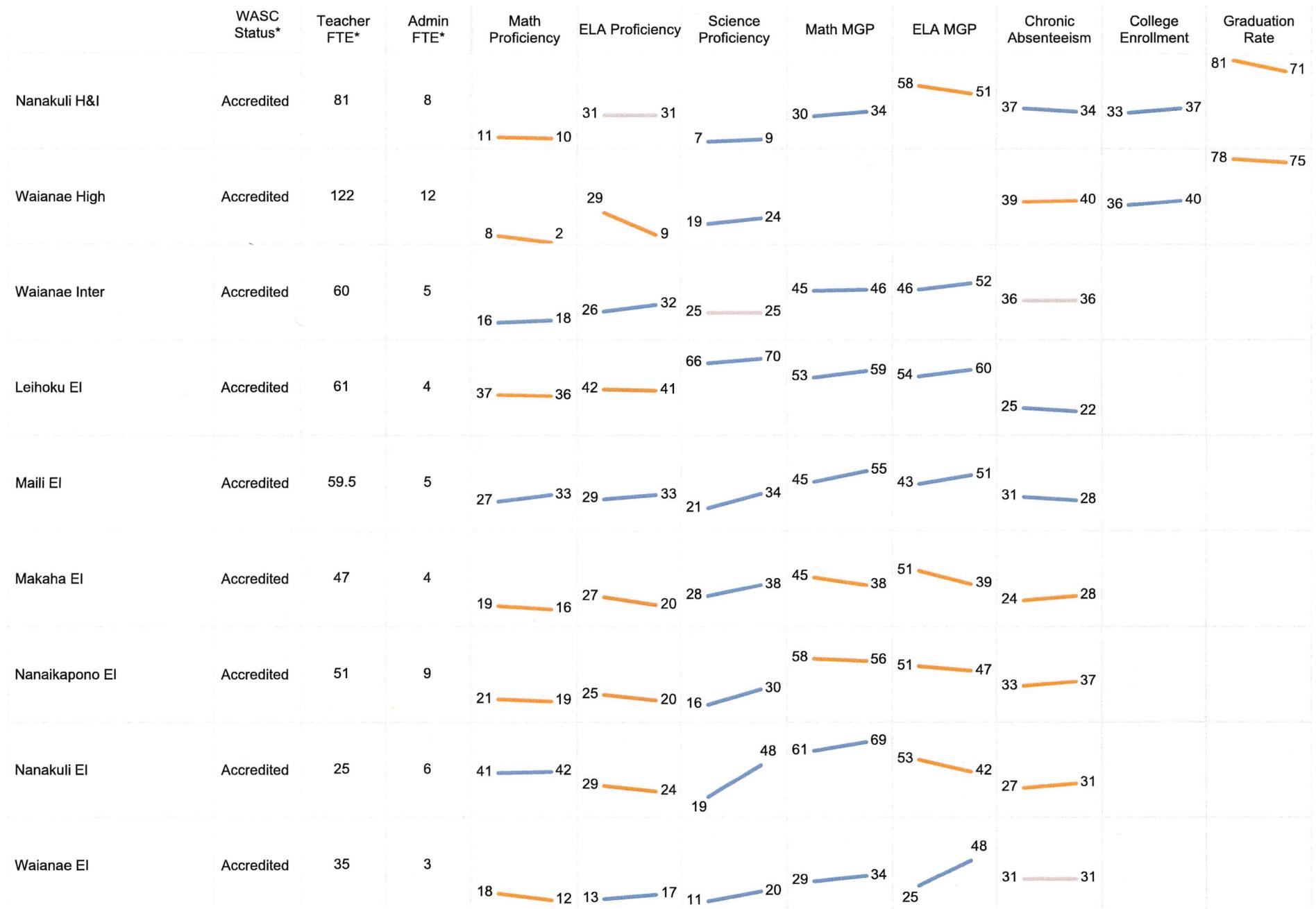
## High-Needs Enrollment by Type Over Time\*



\*Data is from Preliminary 2018-2019 SSIR Report. All other data is from the 2018-2019 Master Data File.

# Nanakuli-Waianae: 2017-18 and 2018-19 Stive HI Complex Area Comparison Report

Decrease Increase No Change



\*Data is from Preliminary 2018-2019 SSIR Report. All other data is from the 2018-2019 Master Data File.