

The Public Schools of Brookline
Office of Human Resources
333 Washington Street
Brookline, Massachusetts 02445

Dear Selection Committee,

I am writing to express my interest in the position of Interim Superintendent. I am deeply drawn to your district's mission: "to educate and inspire every student to lead a fulfilling life and make positive contributions to our world." This simple yet powerful statement serves as a guiding principle, reinforcing our collective purpose in education.

In reviewing documents I was struck by the depth of your Strategic Plan. Contained within the plan are your 6 core values :

Joy in Learning	Excellence in Teaching
Culture of Collaboration	Celebration of Differences
Commitment to Equity	Ethic of Wellness

These key indicators speak volumes to the purpose of your work. The intentional efforts to *live* these values are apparent in your actions and outcomes

- A goal to promote belonging
- Average class size under 20 across the district
- 7th grade MCAS growth scores ELA = 61%, MATH = 72%
- A robust Pathways program enrolling close to 800 students

While notable progress has been made, challenges remain. Given my experience, expertise, and leadership, I am confident in my ability to guide and support your schools' administrative teams in accelerating improvement. My career has afforded me invaluable insights into what makes schools successful. A key pillar of that success is cultivating a culture of care. Students thrive when they feel valued. In every district I have served, we have prioritized student belonging and relationships—whether by greeting students in the hallways, engaging them in conversation, or fostering an environment where mistakes are seen as learning opportunities. These efforts build a foundation of trust and psychological safety that empowers students to excel.

Another critical component is data-driven decision-making. By utilizing formative and summative assessment data, we have implemented intervention protocols, progress monitoring timelines, and review meetings. We further humanized the data by incorporating student photos on growth charts, ensuring that each child's progress remains personal and central to our work. Equally essential is coaching principals to be instructional leaders rather than mere managers. True leadership demands a firm grasp of pedagogy, the confidence to be both courageous and vulnerable, and the ability to be approachable and available to staff and students alike.

In a previous district, we faced significant achievement gaps, particularly among low-income students. Despite our staff's dedication, assessment results did not reflect their efforts. Upon deeper investigation, we recognized a lack of awareness and empathy for students experiencing food, housing, and clothing insecurities. Addressing these challenges required a collective commitment, including professional development initiatives such as utilizing Eric Jensen's *Engaging Students with Poverty in Mind*. We also partnered with Lesley University's LIFTS (Lesley Institute for Trauma Sensitivity) program to equip staff with the tools to better understand and support students holistically.

Currently, in my district, we are tackling achievement gaps hidden within aggregate assessment scores. Too many students have become "invisible" in the data, contradicting our district's core value that *all* students truly means *ALL* students. To address this, we are reshaping our instructional model to shift students from dependent learners to independent critical thinkers. This transformation demands rigorous Tier I instruction and the implementation of Peter Liljedahl's "thinking classroom" framework, where students engage actively with content rather than passively compiling information.

Public schools have the potential to be the great equalizers—eradicating generational poverty and closing racial achievement gaps. This charge is at the heart of your district's vision: to provide every student with an extraordinary education, through enriching learning experiences and supportive community, so that they may develop to their fullest potential. I would be honored to contribute to this vision by bringing my leadership, experience, and passion for student success to your district.

Sincerely,

Robert M. Wargo

ROBERT M. WARGO



CORE VALUES

I believe that all students can succeed. I believe that students' and staff's lives are enriched by varied experiences and exposure to the atypical; I value diversity. I believe that a cooperative and compassionate environment provides insights into the skills and capacity of the self and others. I believe that pragmatic leadership, aligning the improbable with the practical, facilitates optimal growth.

EXPERIENCE

SUPERINTENDENT

BARRINGTON PUBLIC SCHOOLS, Barrington, RI

July 2024 - Present

Accomplishments

- Shift leadership model from top down to collaborative.
- Developed an entry plan focused on where we are, where we are going and how we will get there.
- Created a strategic plan.
- Added multiple measures in determining student success.
- Ensure a safe and inclusive learning environment for all students.
- Review and revise current crisis response protocols.
- Build consensus regarding district wide Instructional Core Values.
- Oversee a \$250 million schools renovation/addition building project.
- Established relationships with school based and community student-support organizations.

SUPERINTENDENT

WEYMOUTH PUBLIC SCHOOLS, Weymouth, MA

July 2021 - June 2024

Accomplishments

- Developed a Strategic Plan centered on three key performance indicators, student learning, student belonging, and family & community partnerships.
- Lead a school district comprising 11 schools, 2 alternative settings, 5700 students and 1030 staff.
- All actions centered around improving students' educational experience .
- Introduced zero based budgeting protocol to our budget process.
- Oversee the creation and management of a \$87 million school district budget.
- Develop allocation plan for \$10 million of ESSER funds.
- Empower and expect school principals to be site based leaders.
- Increase staff diversity to better align with student demographics.
- Member of the negotiating team for all local association units and local SEIU groups.
- Create a master facilities plan to address increased student enrollment coupled with aging buildings.
- Create a student assignment protocol for our elementary schools to ensure equity across all schools.
- Enact a new elementary literacy program.
- Support the opening of a \$169 million middle school housing grades 6, 7 and 8. Second largest middle school in the state.
- Hired exceptional individuals to bring about transformational cultural shifts in our middle and high school.
- Proposed option to open a Dual Language or Innovation school.

**ASSISTANT SUPERINTENDENT
WEYMOUTH PUBLIC SCHOOLS, Weymouth, MA**

January 2020 - June 2021

Accomplishments

- Work with the district leadership team to create COVID Return to School plan.
- Oversee the district orientation program for all new staff.
- Collaborate with instructional department leaders to develop curriculum, common assessments.
- Manage federal and state grants, including Title I, IIA, III and IV.
- Bring outside perspectives to a district rich in history and traditions.
- Provide targeted professional development to over 700 staff.

**PRINCIPAL
SCITUATE HIGH SCHOOL, Scituate, MA**

July 2012 – January 2020

Accomplishments

- Worked collaboratively and frequently with the Central Office on the development, organization, and management of curriculum, budget and professional development.
- In association with UMass Lowell designed an onsite Manufacturing Technology Certification program.
- Piloted a Blizzard Bag day.
- Working with DESE, Mass DOE, and MassHire to develop STEM Innovation Pathways.
- Coordinated Cultural Proficiency programming for staff and community.
- Revised Program of Studies to align graduation requirements with MassCore, introduce new engineering courses.
- Consult with national and international delegations to develop and implement a Mandarin Chinese program.
- Establish sister cities in West Cork, Ireland, Boston, MA, and Shanzhai, China
- Focused attention on underperforming students. Developed an Academic Mentoring Program (AMP) to assist struggling learners.
- Created a Freshmen teachers PLC (CREW). Focus on transitional issues for students as they enter high school.
- Redesign structures and schedules to maximize learning space and time.
- Designed professional development activities that focused on staff team building.
- Implement cultural competency programming for staff, students and community – foundation skills of equity and acceptance
- SEL initiative educating staff and developing in-class strategies to serve all students.

**PRINCIPAL
KING PHILIP REGIONAL HIGH SCHOOL, Wrentham, MA**

July 2011 –June 2012

- Construct a vision of academic success for all students.
- Create a climate open for education.
- Cultivate leadership in others.
- Manage people, data, and processes to foster school improvement.

**ASSISTANT PRINCIPAL
KING PHILIP REGIONAL HIGH SCHOOL, Wrentham, MA**

July 2008 –June 2011

- Collaborate with the principal in cultivating a school environment conducive to student learning.
- Supervise and evaluate teachers.
- Assist in the development of needs based budget, professional development, and a master schedule.
- Chair District Wellness Committee.

DEAN OF STUDENTS/ DIRECTOR OF ATHLETICS

RANDOLPH HIGH SCHOOL, Randolph, MA

July 2006 – June 2008

- Collaborate with Freshmen Academic Teams supporting staff to fulfill student potential.
- Work closely with other administrators, teaching staff, police, and probation officers to monitor student behavior.
- Member of following groups: District Leadership, Student Support, Student Development, Crisis Team.

GUIDANCE COUNSELOR

FALMOUTH HIGH SCHOOL, Falmouth, MA

Sep 2004 – June 2006

- Worked with Freshman Teams – facilitate meetings, coordinate with curriculum leaders.
- Developed character education seminars emphasizing personal responsibility.
- Managed case load of 320 students.

DIRECTOR OF ATHLETICS/PE & HEALTH TEACHER

WINCHESTER HIGH SCHOOL, Winchester, MA

July 2001 – June 2004

- Organize, lead, promote and provide vision for an interscholastic athletic program.
- Member MIAA Boys Lacrosse Committee, League secretary for Gymnastics and Lacrosse.
- Instruct students in a broad spectrum of activities from project adventure to orienteering to yoga.

DIRECTOR OF ATHLETICS/GUIDANCE COUNSELOR/PE & HEALTH TEACHER

THE BROMFIELD SCHOOL, Harvard, MA

Sept 1994 – June 2001

- Educate students in grades 7 – 12 to develop and cultivate an increase in their self-concept.
- Lead, manage and direct the operations of all athletic teams and two athletic clubs.
- Chairman of Boys' and Girls' Tennis for the Midland / Wachusett Athletic League.

EDUCATION

NORTHEASTERN UNIVERSITY

M.Ed. School Counseling

UNIVERSITY OF MARYLAND

B.A. General Studies, Concentration in Counseling

Superintendent/Assistant Superintendent #318754
SEI Endorsement

PROFESSIONAL INVOLVEMENT

- Massachusetts Association of School Superintendents
- Association of Supervision and Curriculum Development
- Honorary member Rotary- International Club
- Established local Chapters of the American Red Cross and School Based Rotary Club (Interact)
- Massachusetts Computer Using Educators (MassCUE)

