NPS

NORWALK PUBLIC SCHOOLS

STATE OF THE SCHOOLS 2026 EDITION



PORTRAIT OF A GRADUATE

AT A GLANCE

CHECK OUT MORE ABOUT OUR PORTRAIT OF A GRADUATE
FRIENDS ON PAGE 7



*As of June1, 2026

HIGHLIGHTS



AWARD-WINNING EDUCATORS

Norwalk Public Schools is proud to celebrate staff recognized at the state and national levels. Library media specialists Renee Neiger of Cranbury Elementary School, Lauren Sweeney of Naramake Elementary School, and Casey Andersen of Concord Magnet School K-8, were recognized as Connecticut Association of School Librarians Award Recipients this year. The National School Counselors Association also recognized Madeline LeRose from Roton Middle School for her outstanding support and dedication for students and her leadership within her school community.



ACADEMIC OPPORTUNITIES

The district now offers a comprehensive K–12 International Baccalaureate (IB) continuum, providing globally recognized, rigorous academic opportunities from the early years through graduation. NPS also boasts offerings like the Marine Science Pathway, a Digital Media Academy, Healthcare Academy, and other programs that partner with professionals and field experts that are from our community. These experiences reflect the district's commitment to offering meaningful, career-connected opportunities that make classroom learning real and help prepare students for success after graduation.



ARTS & ATHLETICS

We are the proud home of nationally recognized music programs - including the 2025 USBands National Champion and USBands Group V Open State Champion Norwalk High School Marching Band & Color Guard. Here in Norwalk, we strive to educate the whole child – and we believe that the arts and athletics are integral pieces of that puzzle. Student expression and achievement through a myriad of athletic offerings and artistic avenues provide opportunities for students to learn, grow, overcome and build relationships.

A MESSAGE FROM THE INTERIM SUPERINTENDENT

Our students represent the future of Norwalk, and as we implement our Portrait of a Graduate, we are helping them discover who they are becoming. This shared vision gives our students the essential skills and mindset they need to thrive beyond our classrooms: to think critically, communicate effectively, collaborate with purpose, shape their own learning, and make meaningful contributions to their communities and the world. This year's State of the Schools publication celebrates students who bring these competencies to life every day. Their stories remind us that the Portrait of a Graduate is not just an initiative. It is a promise we make to every student that we will support, challenge and inspire them as they prepare for college, career and life.

This work is a great responsibility, and it belongs to all of us. Everyone in Norwalk Public Schools is in service to our students, from our teachers, principals, paraeducators and school staff to our families and community partners. Just as our schools are an important part of the greater Norwalk community, our community plays an essential role in the life of our schools.

During this time of transition for our district, our leadership team remains dedicated to maintaining the positive momentum that is benefitting our students. We are seeing growth in academic performance, strengthening daily attendance, and continuing to increase the number of students who graduate each spring. These achievements reflect the dedication of our educators, the support of our families and the commitment of our community.

As we continue the next phase of the Portrait of a Graduate, we are especially focused on helping students take ownership of their growth through self-directed learning. Building on a strong foundation of critical thinking, communication and collaboration, students are learning to set academic, career and personal goals, reflect on their progress, and share their plans with peers, teachers and families.

Thank you to our entire community for your continued support of Norwalk Public Schools and for placing your trust in us. Together, we are helping our students take ownership of their stories and write the next chapter on their road to success.



SANDRA FAIOES
Interim Superintendent
Norwalk Public Schools

2026 BOARD OF EDUCATION

We are grateful to all of our Board of Education members who volunteer their time and commitment as elected officials in service to our schools and students. To contact the Board of Education, email board@norwalkps.org.



FROM LEFT TO RIGHT:

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ASHLEY GULYAS, Secretary
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PORTRAIT OF A (FUTURE) GRADUATE

The Portrait of a Graduate is our roadmap to becoming future ready, as it defines the essential skills and mindsets that all students need to thrive in today's world and in the future. It is a shared vision for teaching and learning that empowers every student to think critically, communicate effectively, collaborate with purpose and make meaningful contributions to their communities and the world.



Students pictured at the end of the 2025-26 school year

Nayarit Salazar is a distinguished fourth grade student at Dr. Ruby Shaw Elementary who has been recognized for her drive and character. A dependable role model for her classmates, she has served two years as an official student ambassador and is now launching her third term. She plays an active role in campus life by assisting with afterschool family programs and schoolwide community events and broadcasts. She is a recurring host for Shark Time, the school talk show currently in its third season on YouTube. Extending her talents beyond the classroom, she earned the opportunity to represent Dr. Ruby Shaw at the Connecticut Invention Convention finals at UConn. Her ongoing accomplishments demonstrate a remarkable balance of leadership, scholarship and community spirit.

NAYARIT SALAZAR
DR. RUBY SHAW ELEMENTARY SCHOOL

GABRIEL CHARLES
FOX RUN ELEMENTARY SCHOOL

Gabe perfectly embodies the Norwalk Public Schools Portrait of a Graduate by showcasing a bright intellect and determination well beyond his years. Whether collaborating with peers on a group project or tackling a challenging task, he consistently demonstrates the traits of an emerging critical thinker and effective communicator. Gabe's penchant for kindness and his inclusive attitude model the culturally localized citizenship valued in the Norwalk community making him a true leader in his co-taught classroom. His eagerness and vibrant curiosity to learn set him up to thrive as he continues on his P.A.T.H. to Success.

TORI SCHNEIDER
BROOKSIDE ELEMENTARY SCHOOL

Tori Schneider exemplifies the Norwalk Public Schools Portrait of a Graduate through her leadership, character and commitment to her school community. As Brookside Elementary's Student Government President, she consistently demonstrates strong communication, collaboration and problem-solving skills while serving as a positive role model for her peers. Tori embraces opportunities to lead with kindness, advocate for others and contribute meaningfully to school initiatives. Her academic dedication, civic responsibility and ability to inspire those around her make her an outstanding representative of Brookside and the Portrait of a Graduate competencies.

EMILY GIANDURCO
CRANBURY ELEMENTARY SCHOOL

Emily Giandurco is an excellent example of a Cranbury student who embodies all of the characteristics of the Portrait of a Graduate. She takes her learning seriously, listens carefully both in and outside of the classroom, and uses critical thinking to make thoughtful decisions. Emily is kind to her peers, readily supports other students and takes initiative. Through her empathy, respect and her willingness to continue contribututing to her classroom community, Emily demonstrates the qualities of a self-directed learner and responsible global citizen.
We are so proud of her!

JAMES MUHWATI
CONCORD MAGNET SCHOOL

James is unapologetically himself and has a natural ability to bring happiness and joy to those around him. He is an out-of-the-box thinker who is articulate, artistic and incredibly creative in the way he approaches learning and problem-solving. His genuine positivity and kindness shine through in his interactions with others. James embodies what it truly means to be a good person, and his authenticity, compassion and joyful spirit make him someone who positively impacts everyone around him.

Amna exemplifies everything that the Norwalk Public Schools Portrait of a Graduate focuses on. She is a positive influence in every room she is in, works collaboratively with her classmates and exudes the critical thinking skills needed to excel in every facet. She is a problem-solver that is apt at using her strengths both in and out of the classroom. Her interests parlayed with her creativity make for a student that serves as a bright light to her teachers and her fellow classmates everyday. Amna is Jefferson Marine Science Elementary School and we are incredibly proud of her.

AMNA BUSHRA
JEFFERSON MARINE SCIENCE ELEMENTARY SCHOOL

David Martinez Gonzalez exemplifies the Portrait of a Graduate as a critical thinker who eagerly embraces challenges and continuously seeks opportunities to expand his knowledge. Whether solving complex math problems or independently learning Polish in addition to the Spanish and English he already speaks, this third grader demonstrates curiosity, perseverance and a love of learning. As an outgoing and friendly student, David is also a synergistic collaborator whose positive attitude and willingness to connect with others make our school community a better place.

DAVID MARTINEZ GONZALEZ
ROWAYTON ELEMENTARY SCHOOL

PORTRAIT OF A (FUTURE) GRADUATE



Adriel Cooke is a vital asset to the Kendall College and Career Academy production team, distinguishing himself as the school's youngest student producer. Demonstrating remarkable leadership and workforce readiness, he served as the assistant lighting director for the Spring concert before taking full responsibility as the lead lighting director for the fifth-grade promotion ceremony. Adriel continuously challenges himself with advanced production roles while actively mentoring both peers and older students to enhance their workforce development and technical skills. Furthermore, his dedication was instrumental during the "Let The Music Fill My World" challenge, which successfully propelled KCCA to a top-five national finalist.

ADRIEL COOKE
KENDALL COLLEGE AND CAREER ACADEMY

ANDREA ESPINOZA
TRACEY MAGNET SCHOOL

Andrea exemplifies Norwalk Public Schools Portrait of a Graduate through her dedication, perseverance and positive attitude toward learning. She consistently demonstrates critical thinking by approaching challenges with curiosity and creativity, while seeking meaningful solutions. Andrea is also an effective communicator who collaborates with peers and shares her ideas with confidence. Her commitment to growth, responsibility and life-long learning makes her a shining example of the qualities we hope all Tracey graduates will embody.

IGNACIO SANCHEZ
MARVIN ELEMENTARY SCHOOL

Ignacio truly embodies the Norwalk Public Schools Portrait of a Graduate. He consistently demonstrates kindness, responsibility and respect in everything he does, always making sure that others feel included, supported and cared for. Ignacio never gives up when faced with challenges and often motivates and encourages his classmates to do their best as well. His positive attitude, strong character, and commitment to helping others make him an outstanding role model, and I cannot think of a more deserving student to receive this recognition.

NORA BLAIR
WOLFPIT INTEGRATED ARTS SCHOOL

Nora Blair is everything the Portrait of a Graduate preaches. A naturally curious and thoughtful learner, Nora approaches complex questions with an open mind and a desire to understand multiple perspectives. She produces insightful analysis through research, is an outstanding communicator and an extremely talented artist. But what truly distinguishes Nora is her character. She leads with kindness, perseverance, humility and a strong work ethic, consistently uplifting those around her and embracing every opportunity to learn and grow.

Meet our Portrait of a Graduate Friends here:



We are incredibly proud of Vincenzo for perfectly embodying the Norwalk Public Schools Portrait of a Graduate. Whether working in a group or independently, Vincenzo is a natural inquirer who always shares his ideas clearly while seeking every opportunity to learn. He consistently perseveres to think through tough challenges and creatively solve problems. Vincenzo's articulate voice, collaborative spirit in and out of the classroom, and determination make him a true shining star in our school community. Naramake is proud to have Vincenzo be a part of – and a leader in – our school community.

VINCENZO NAPOLEONE
NARAMAKE ELEMENTARY SCHOOL

Clara Sebastian is a thoughtful, well-rounded student who truly represents the Portrait of a Graduate work. She is a strong athlete, a dedicated learner and a wonderful friend who brings kindness and positivity to our school community each day. As a native English speaker, she has worked hard to grow as a Spanish learner, showing persistence, curiosity and a strong commitment to challenging herself. She is also deeply caring and emotionally aware, always noticing how her friends are doing and looking for ways to help others. Approachable, joyful and respected by her peers, she has earned a reputation as someone who could easily be called the "mayor of the school."

CLARA SEBASTIAN
SILVERMINE DUAL LANGUAGE
MAGNET SCHOOL

PORTRAIT OF A GRADUATE PHASE III

BECOMING THE AUTHOR OF YOUR STORY

Part of becoming future-ready is knowing who you are becoming.

If you ask a young child what they want to be when they grow up, you'll often get an answer without hesitation. As students grow older, the question becomes more complicated. They begin to wonder not only what they want to become, but how they will get there. At Norwalk Public Schools, we believe supporting students in answering the second question is just as important as asking the first.

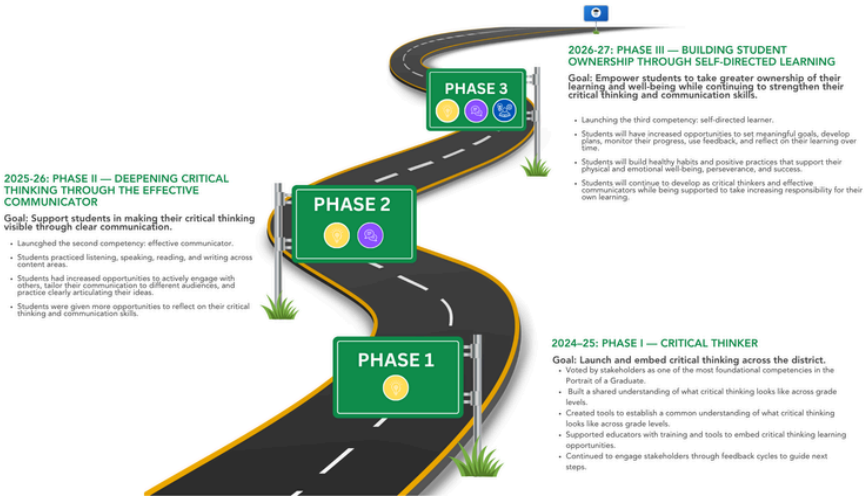
This belief is at the heart of our Portrait of a Graduate. Our Portrait of a Graduate serves as our guiding star, shaping how we prepare students to thrive in life, college, and career. In essence, it is about helping students take ownership of the story they are already writing.

This year, we are entering the next chapter of this work through our self-directed learner competency, building on the strong foundation we established with our critical thinking and effective communication work.

WHERE WE'VE BEEN

Over the past two years, educators across Norwalk Public Schools have worked to create more opportunities for students to think critically, actively engage, and communicate their ideas with clarity and confidence.

Last winter, we took an important step forward through a learner profile pilot. Students reflected on their growth by identifying moments from both inside and outside the classroom that demonstrated their Portrait of a Graduate skills in action. What we discovered was powerful. Again and again, students shared that the process helped them to learn more about themselves. They recognized strengths they hadn't noticed before and began to see themselves as active participants in their own growth. As one middle school student shared, "I learned that I was a self-directed learner in more ways than I thought I was! I also learned that I had bad habits that I needed to work on, and that I reflect in so many situations." - NPS Middle School Student.



WHERE WE'RE GOING

This year, we are intentionally creating more opportunities for students to take ownership of their learning by setting goals, reflecting on their progress, and making choices that support their success. The skills students developed through critical thinking and effective communication create a strong foundation for this next step. Students will learn to communicate their goals and use critical thinking to adjust their strategies when challenges arise. Students will engage in self-directed learning by:

- Setting goals and creating plans to reach them
- Monitoring and reflecting on progress towards goals
- Engaging in healthy and positive practices to support overall physical and mental well-being

HOW YOU CAN SUPPORT

Families and caregivers play a key role in helping students develop these essential skills. You can support your child by:

- Encouraging them to set meaningful goals and creating a plan to achieve them
- Monitoring progress towards the goal and making adjustments as needed
- Celebrating growth and effort
- Supporting healthy habits that promote overall physical and mental well-being

JOIN US ON THIS EXCITING NEXT CHAPTER

As we continue our Portrait of a Graduate journey, we remain committed to helping students discover who they are, who they want to become, and how they can get there.

NORWALK PUBLIC SCHOOLS: LEADING THE NATIONAL FRONTIER IN PURPOSEFUL AI AND EDTECH GOVERNANCE

ARTIFICIAL INTELLIGENCE IS A MAJOR SHIFT,

but in Norwalk Public Schools, our response is defined by one core philosophy: a human-centered approach that keeps our educators in the lead. We believe that when technology is used intentionally, it should enhance the human connection, not replace it.

Our goal is to ensure that while we embrace the future, our students are prepared to be critical thinkers and ethical decision-makers. We began this work by building a solid foundation of AI literacy. Our staff has been training with digital learning coaches and library media specialists, and we are now rolling out an AI literacy curriculum for grades 6 through 8.

This program is structured to be developmentally appropriate, covering the core principles of AI, the vital role of human oversight, how AI can tailor educational experiences, and how to use these tools creatively. To keep our community informed, we launched the AI @ NPS website, which serves as a central hub where families can easily see our ethical standards and approved tools.

AS WE EVOLVE,

we are moving beyond simply having a "human-in-the-loop" to ensuring our teachers are truly "educators in the lead." We use a "pilots, not passengers" framework, where our teachers act as expert navigators who decide if and how technology is used. In the classroom, AI acts as a scaffold—providing hints or virtual labs to deepen understanding—rather than offering shortcuts to the answer. To support this, we encourage students to follow our SMART guidelines: Seek permission, Make it your own, Acknowledge sources, Review for accuracy, and Think critically. This allows teachers to automate routine tasks and focus on the high-value, interpersonal work that only they can do.

Because we believe in purposeful innovation, we are extremely selective about the tools we adopt. Our monthly advisory group, which includes students, parents, and teachers, works on subjects such as to mitigate bias and oversee ethics. We participate in national policy labs to stay current and use rigorous, outcomes-based contracting to weed out software that doesn't prove its value.

We take student data privacy seriously. Working with partners like the Veracity platform, we enforce strict "no-training" policies to ensure that student work is never used to train public AI models.

WE ALSO RECOGNIZE

that technology must be balanced with real-life interaction. Guided by our "vision before vendors" philosophy, we prioritize student well-being by removing 1:1 assigned Chromebooks in grades K-2 and promoting screen-free recess.

We want to ensure that our digital tools are developmentally appropriate and that physical, face-to-face learning remains a priority. For our parents, our transparency portal acts as a window into our digital ecosystem, showing exactly which tools we use and why, so that families can be true partners in this journey. Ultimately, Norwalk is building a new standard for education where innovation never outpaces our ethical obligations.

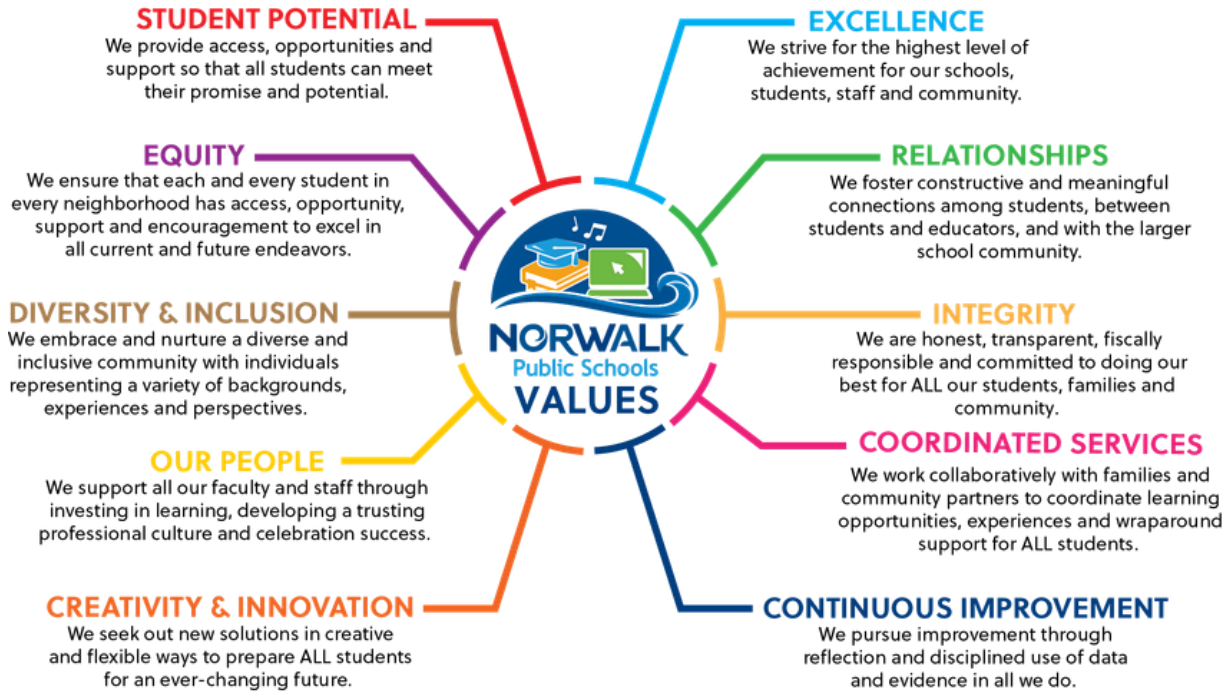
By adhering to the SAFE benchmarks—Safety, Accountability, Fairness, and Efficacy—we are proving that a district can embrace the future while keeping technology safe and rigorously aligned with student success. We are proud to champion this work, establishing AI literacy as a modern necessity alongside other essential skills for the next generation.

LEARN MORE

ABOUT DIGITAL LEARNING
AT NPS AND AI, VISIT WWW.NORWALKPS.ORG
OR SCAN THE QR CODE.

THE FRAMEWORK

FOCUSES ON 10 CORE VALUES



OUR MISSION

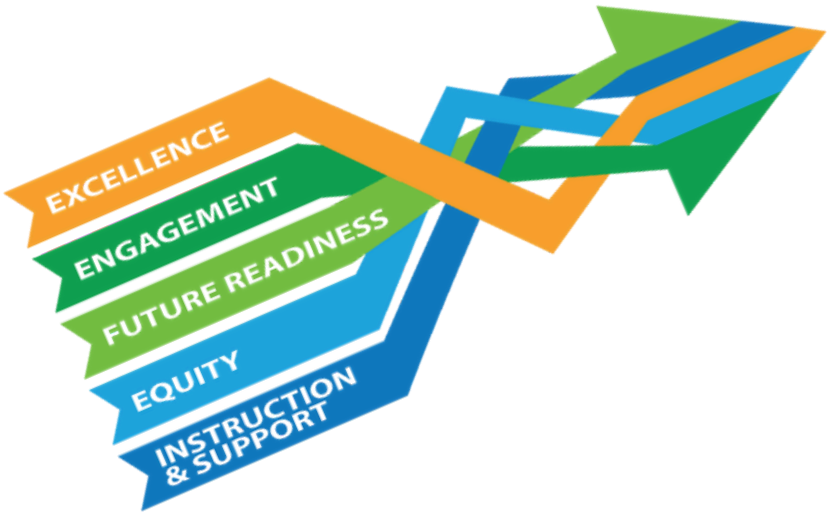
Norwalk Public Schools provides an excellent and equitable education, so ALL students graduate future-ready as civically responsible, globally engaged and positive contributors to an ever-changing and diverse world.

OUR VISION

Norwalk Public Schools is building a more equitable and just world where each and every Norwalk student is prepared for all aspects of life.

OUR COMMITMENT

OUR WORK IS GUIDED BY OUR STRATEGIC PLAN AND PRIORITIES.
WE ARE STEADFAST IN OUR COMMITMENT TO OUR SCHOLARS.



5 STRATEGIC PRIORITIES

EXCELLENCE

Achieve excellence in all aspects of our organization through effective systems, modern learning environments and contonuous improvement process

ENGAGEMENT

Ensure all children, families, team members and the community are informed, are involved and feel welcomed in our schools.

FUTURE READINESS

Prepare all students so they are ready for further education, career and workplace opportunities and globally engaged leadership.

EQUITY

Ensure equitable opportunities, facilities, experiences and outcomes for all students.

HIGH-QUALITY INSTRUCTION & SUPPORT

Foster relevant and intellectually stimulating learning with targeted supports that produce social, emotional and academic growth.

5 STRATEGIC PRIORITIES

PRIORITY 1

FUTURE READINESS

Prepare all students so they are ready for further education, career and workplace opportunities, and globally engaged leadership.

AREAS OF FOCUS

- Future Readiness
- Education & Career Pathways

ACTIONS

Define Future Readiness. Collaborate with students, employers and postsecondary education providers to understand the skills and competencies necessary for success after graduation, and to articulate pathways for successful educational and career outcomes.

Ensure Access to Early Postsecondary Opportunities. Build on Norwalk's leadership in career pathways to strengthen student awareness, access and employer involvement.

Provide Aligned Advising. Ensure students receive college and career advising, leading students to make informed academic and career decisions.

Strengthen Student Success Plans. Strengthen individualized student success plans so they address every student's needs and interests, help students stay connected in school, and support students in achieving post secondary educational and career goals.

PRIORITY 2

EQUITY

Ensure equitable opportunities, facilities, experiences and outcomes for ALL students.

AREAS OF FOCUS

- Intervention Supports
- Communication for Access and Opportunity
- Policy

ACTIONS

Develop System of Student Supports. Develop and continually refine a district-wide tiered system of support that includes defining academic and behavioral tiers available and processes for utilization.

Improve Communication with Families. Enhance communication systems by expanding virtual communication and the use of translation services, and by establishing a central source for information on enrollment in magnet, gifted, honors and AP courses, and the special education evaluation process.

Design and Implement Professional Learning. Develop and implement a professional learning system focused on expanding cross-cultural competency to replace bias-based beliefs.

Ensure Parent Participation in School Governance. Improve the process of parent participation in school leadership opportunities and ensure parent participation is representative of racial/ethnic student enrollment.



Create and Expand Choice.
Expand themes, pathways and programs to provide increased opportunities for students.



Define and Broaden Global Citizenship.
Create learning experiences that foster the knowledge, skills and self-awareness necessary for students to assume globally engaged leadership during and beyond their school years.

THEORY OF ACTION

If we clarify and focus on the skills and competencies most essential for success in college, career and globally engaged leadership, and if we can create the pathways and opportunities to grow those skills and competencies, then we can expand the number of students who graduate future ready.



Develop an Equity Policy. Develop an equity policy and statement that reflects a commitment to diversity, inclusion and equity.

THEORY OF ACTION

If we identify and address the root causes of inequity and disproportionality, we can create a district where each and every child experiences success.

PRIORITY 3

EXCELLENCE

Achieve excellence in all aspects of our organization through effective systems, modern learning environments and continuous improvement processes.

AREAS OF FOCUS

- Learning Environments Systems
- Performance Management

ACTIONS

Modernize and Maintain Facilities. Enhance buildings and school facilities to create conditions conducive to instructional innovation and learning for all.

Enhance and Align Organizational Systems. Develop and improve the effectiveness and alignment of district and school systems to improve services, communication and outcomes.

Create Future Ready Tracking System. Build an early childhood-to-career data system that protects privacy, ensures transparency, and provides the information our educators, students and families need to keep our learners on track.

Implement a School Improvement System. Implement a school improvement system based upon cycles of planning, measuring outcomes, analyzing results and adapting strategies.

PRIORITY 4

ENGAGEMENT

Ensure all children, families, team members and the community are informed, are involved and feel welcome in our schools.

AREAS OF FOCUS

- Communication
- Coordinated Services
- Community Partnership

ACTIONS

Enhance Communications. Ensure effective, consistent and culturally responsive communications with students, families and community stakeholders.

Launch Family Center. Engage families through their child's academic years with a central hub that provides access to information and district services, offers programs and activities to support families, and facilitates connections to community resources.

Innovate and Refine Family Engagement. Develop creative, intensive and research-based ways of engaging families from all backgrounds.

Promote a Collaborative Workplace. Build a supportive professional culture and ensure that our systems both keep employees fully informed and provide opportunities for them to provide meaningful feedback.

PRIORITY 5

HIGH QUALITY INSTRUCTION & SUPPORT

Foster relevant and intellectually stimulating learning with targeted supports that produce social, emotional and academic growth.

AREAS OF FOCUS

- Curriculum
- Educator Growth

ACTIONS

Ensure Relevant Curricula for ALL Students. Audit and ensure a K–12 curricula consistent with the skills and competencies necessary for students to graduate future ready.

Develop System of Student Supports. Develop and continually refine a district-wide tiered system of support that ensures student academic growth and success for each and every Norwalk child.

Integrate Social and Emotional Learning. Embed the social and emotional skills and supports necessary for wellness and success in school, the workplace, relationships and citizenship.

Strengthen Instruction. Enhance student engagement and deepen learning by strengthening Tier 1 instruction and customizing learning experiences according to interests and goals.

Enhance Performance Management System. Develop an employee evaluation system that supports personnel professional development through a process of effective feedback.

Build a Research and Evaluation Department. Develop the organizational capacity to link, analyze and report critical data on student plans, progress and supports across systems and through student transitions.

THEORY OF ACTION

If we develop a continuous improvement process anchored in clear priorities, use of data, and improvement routines, we can create a professional culture of excellence and get better at getting better; and if we align the structure of the organization to our priorities while fostering strong systems and standard operating procedures, we can ensure alignment and coherence, and reduce variation across the district.

Partner for a Stronger Tomorrow. Work with philanthropic and community organizations to build a stronger school system and a better future for all students.

Leverage Student Voice. Enhance the learning experience by creating systems that ensure diverse and authentic perspectives from students across the district.

THEORY OF ACTION

If we partner with students, families and the community and communicate effectively, we can create a district that is more welcoming, inclusive and effective.

Enhance Instructional Assessment System. Refine and broaden the assessment system to understand student learning and achievement, support school improvement cycles and produce timely information that can drive instruction.

Invest in Educator Capacity. Design a professional learning system that promotes educator collaboration and is focused on the competencies and perspectives most essential to ensuring all students graduate future ready.

THEORY OF ACTION

If we create consistently effective teaching and learning with targeted interventions and support, we can support each and every child in developing the competencies, skills and dispositions necessary for further education, career opportunities and life.

MATH VISION

In Norwalk Public Schools, we believe mathematics is essential to how students make sense of the world and fully participate in society, expanding access to opportunity and economic mobility.

Our goal is to ensure all students engage in rigorous, grade-level mathematics that builds deep understanding and accuracy, enabling them to apply their learning in meaningful, real-world contexts and prepare for an increasingly complex world. Students not only learn mathematics, they understand, do, and apply it as critical thinkers, problem-solvers, and decision-makers.

We cultivate confident, capable, and self-directed mathematicians by fostering a strong sense of belonging in every classroom. Learning environments are intellectually safe and inclusive, where student thinking is centered, productive struggle is valued as an asset, and misconceptions are surfaced and supported as part of the learning process.

Students do the thinking. Through problem-solving and rich discourse, including reading, writing, speaking, and listening, they explain, justify, and refine their ideas while building shared understanding and confidence in their mathematical reasoning.

To realize this vision, our system ensures equitable access through coherence, aligning curriculum, instruction, assessment, and supports across classrooms, schools, and grade levels. This coherence is reinforced through the consistent use of high-impact instructional strategies, ongoing feedback cycles, and sustained professional learning. Educators implement high-quality instructional materials with fidelity, while just-in-time supports ensure all students access the full depth and breadth of grade-level standards.

Across all schools, high expectations, culturally responsive practices, and coherent learning experiences ensure that every student thrives as a mathematician, develops a positive mathematical identity, and graduates prepared for college, career, and life.

EQUITY, HIGH EXPECTATIONS AND SYSTEM COHERENCE

All students, including multilingual learners and students with disabilities, deserve access to rigorous, grade-level mathematics with necessary integrated supports. Educators maintain high expectations for every student's mathematical capability. Learning environments are safe and culturally responsive to foster student identity and agency. Instruction is grounded in consistent, structured routines that support access, discourse, and engagement for all learners. The system ensures aligned curriculum, instruction, and ongoing professional learning for educators.

This belief ensures students are **Global Citizens** and capable **Self-Directed Learners**.

STUDENT-CENTERED DISCOURSE AND RELEVANCE

Classrooms center student thinking through regular discourse and collaborative learning to explain and justify ideas. Instruction actively engages students in reasoning, problem solving, and sense-making, connecting mathematics to real-world and meaningful contexts.

This belief directly develops skills for **Effective Communicators** and **Synergistic Collaborators**.

PRODUCTIVE STRUGGLE AND MISCONCEPTIONS AS ASSETS

Students engage in meaningful, challenging tasks that promote productive struggle and perseverance. Misconceptions and errors are anticipated, surfaced, and used as opportunities for learning.

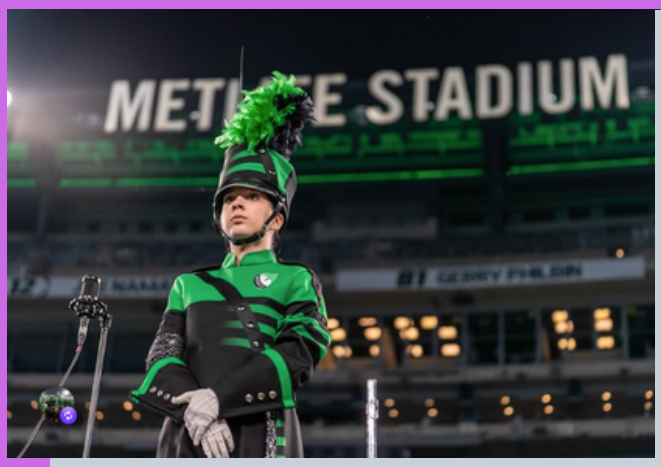
This belief develops skills for a **Self-Directed Learner** and **Critical Thinker**.

CONCEPTUAL UNDERSTANDING AND FLUENCY

Instruction develops deep conceptual understanding alongside procedural fluency, enabling students to explain, apply, and transfer their mathematical thinking.

This belief reinforces the development of students who are **Critical Thinkers** and **Effective Communicators**.

ARTS





Norwalk Public Schools has a rich history and focus in the arts. From band to orchestra to theatre to choir to graphic arts and everything in between, Norwalk provides space for students to express themselves and to achieve. Last year, Norwalk High School's marching band took home a national championship at the USBands Finals at MetLife Stadium in East Rutherford, NJ. Choir and orchestra students from across the district took place in the All-City offerings this past year. NPS also had many wonderful theatre productions that ranged from the elementary school to the high school levels.

WORKFORCE DEVELOPMENT

Norwalk Public Schools Workforce Development hosted workshops throughout the 2025-26 school year to introduce soon to be high school graduates and their families to exciting careers in trades such as HVAC, electrical, plumbing and more.

Both high schools also held trade fairs for students to connect with community partners and learn more from them about apprenticeships, training programs, and opportunities in the skilled trades.

Workforce Development opportunities are available to students both inside and outside the classroom. Inside the classroom, we bring in workforce development through purposeful programming including project-based learning, career speakers, and developmental guidance lessons in the career domains and standards, to name a few.

Outside of the classroom, we connect our scholars to the world of experiences, we strive to provide career exposure and opportunities through volunteerism, internships and seek out enrichment opportunities that match our scholars' passions and interests.

SCHOOL-BASED HEALTH CENTERS

Norwalk Public Schools continues to partner with community-based health organizations to bring essential services to our students and staff.

In partnership with the Norwalk Community Health Center, NPS continues to open new school-based health and wellness centers. NPS opened its first elementary school-based health center at Kendall College & Career Academy this past school year. This follows the opening of a school-based health and wellness center, again in partnership with NCHC, at the NPS Family Center the year prior.

NPS also partners with Human Services Council who operate the Dr. Robert E. Appleby School Based Health Centers in Norwalk High School, Roton Middle School, West Rocks Middle School and Nathan Hale Middle School.

School-based health centers perform physicals, health screenings, immunizations, mental health counseling, crisis intervention and suicide prevention, nutrition and weight management, among other functions.

NPS FAMILY CENTER



The NPS Family Center continues to offer integral and important services to our community – albeit in a new home. The Family Center has moved from 1 Park Street to 46 Concord Street in South Norwalk. The new location provides for a more accessible service center for our families. The Family Center also houses other initiatives such as Norwalk Next Steps, a post-high school transitional program, and the Future Ready Program - an alternative high school program that allows students flexibility in their learning journey. The building also has a school based health and wellness center in partnership with the Norwalk Community Health Center.

NPS EVENTS

Our district proudly hosts and participates in a variety of events that celebrate our diverse cultures, literacy, and community connection. District-led events such as Hispanic Heritage Festival and Black History and Heritage Festival, as well as our inaugural Elevate & Lead: A Women's History Month event highlight our commitment to representing the diversity that exists in our school community while also giving students an opportunity to perform and express their artistic vision.



We also actively participate in city and community-organized events, including Earth Day, Norwalk Night Out, and LGBTQ+ Pride celebrations. These opportunities help strengthen partnerships and reflect our dedication to fostering inclusion, understanding, and a strong sense of belonging across the Norwalk community.



INVENTION CONVENTION







Invention Convention is "a global K-12 STEM and entrepreneurship program that teaches students how to identify and solve real-world problems," according to its website. The program allows for students to think creatively and become problem solvers.

Students at Norwalk Public Schools participate in the program by creating inventive and entreprenuerial projects. A select number of students are then chosen to present their projects at the state level.

From there, Norwalk Public Schools had four student representatives at the National Convention:

Scarlett Tiani, of Tracey Magnet School, for her Tail Wag Warning project.

Francesca Siano, of Marvin Elementary School, for her Skier Slip N' Clip project.

Eliza Zeidan, of Naramake Elementary School, for The EZ Cone project, and

Quinn Robertson, of Rowayton Elementary School, for the Focus Fleece project.

Scarlett Tiani also won the National Animal Care & Pets Award Category for all grades K-12 in a contestant pool of more than 305,000 students.

ATHLETICS

Athletics are an important part of the student experience across NPS.

From middle school programs that introduce students to team competition to high school athletics that allow them to continue developing their talents, students have opportunities to learn, compete and grow at every level.









Participation in sports teaches lessons that extend far beyond the field, court or track. Student-athletes learn to trust their teammates, communicate effectively and build meaningful relationships with peers and coaches.

They also develop accountability—understanding that their preparation, effort and choices contribute to the success of the entire team.

These experiences help students build confidence, resilience and leadership skills that will serve them throughout their lives. For some, athletics can also open doors to continue their education and athletic careers at the collegiate level, turning the skills and relationships developed in our schools into opportunities for the future.

FOOD SERVICES





Our Food Services team remains committed to providing students with nutritious, appealing meals that support learning, wellness and academic success. Through menu innovation, scratch cooking, local partnerships, and student engagement, we continue to create positive dining experiences that students and families can feel good about.

Last school year, the biggest restaurant in town, our program served 1,055,768 lunches and 536,679 breakfasts to students across the district, helping ensure access to wholesome meal options every school day.



FINANCE

	FY27 APPROVED GENERAL FUND	*Percentage*
Classroom & School Services	*$222,112,581*	*86.3%*
Business Services	$15,442,358	*6.0%*
Operations	$12,353,886	*4.8%*
Professional Development	$5,147,453	*2.0%*
General Administration	$2,316,354	*0.9%*
TOTAL	**$257,372,632**	***100.0%***

OPPORTUNITIES AND OPTIONS FOR NORWALK STUDENTS

DUAL-LANGUAGE PROGRAMS

Brookside Elementary, Jefferson Marine Science Elementary, and West Rocks Middle School have dual-language programs at their schools. Teachers plan and coordinate instructional programs in a teaching team environment where one teacher provides instruction in English and the other in Spanish.

BROOKSIDE MONTESSORI PRIMARY PROGRAM

Based on self-directed activity, the Montessori style of education focuses on hands-on learning and collaborative play.

TRACEY MAGNET SCHOOL

The only school in the state to earn the title of National School of Character in 2024 by Character.org. Tracey students leave their "PRINT" on all that they achieve: Problem Solving, Respect, Integrity, Being Neighborly and Taking Responsibility.

CONCORD MAGNET SCHOOL

This intra-district K-8 magnet program is based on the progressive Bank Street and H.O.T. (Higher Order Thinking) models. Students strive for academic excellence through hands-on, integrated units of study and arts infusion.

SILVERMINE DUAL LANGUAGE MAGNET SCHOOL

In a full immersion dual language school, teachers plan and coordinate instructional programs in a team teaching environment at each grade level: one instructs in English, and the other in Spanish.

MAGNET SCHOOLS ASSISTANCE PROGRAM

The Magnet Schools Assistance Program is a five-year grant program from the US Department of Education that will support and enhance the educational experiences at Kendall College & Career Academy, Ponus Ridge STEAM Academy and P-TECH Norwalk.

INTERNATIONAL BACCALAUREATE PROGRAM

Norwalk Public Schools now offers a K-12 International Baccalaureate Program starting at Naramake Elementary School with offerings at both Roton Middle School and Nathan Hale Middle School, and culminating in a diploma program at both Brien McMahon High School and Center for Global Studies at BMHS.

PONUS RIDGE STEAM ACADEMY

This rigorous and integrated curriculum utilizes STEAM (Science, Technology, Engineering, Art and Math) lessons and strategies to engage students.

P-TECH NORWALK

Students can earn an Associate degree in software engineering, web development or mobile programming, at no cost, by taking courses at Norwalk Community College during high school. A partnership with IBM gives students access to mentorships, worksite visits, paid internships and potential permanent positions.

MARINE SCIENCE ACADEMY AT MCMAHON

Students learn to apply techniques and technology in this diverse field. Hands-on field experiences are available through local apprenticeships.

DIGITAL MEDIA & COMMUNICATIONS ACADEMY AT NORWALK HIGH

Working with industry partners, the Digital Media & Communications Academy provides a hands-on approach, enabling students to master industry-standard computer programs. Students also have the opportunity to earn college credits through Quinnipiac University for specific courses.

MCMAHON HEALTHCARE ACADEMY

Through Norwalk Community College and Norwalk Hospital, students earn certifications as emergency medical technicians, phlebotomy assistants and patient care technicians.

CENTER FOR GLOBAL STUDIES

An inter-district magnet school located at BHMS, students study Chinese, Japanese and Middle Eastern languages and culture, with a focus on global mindedness. These students participate in two-week study tours to destinations across the globe.

WOLFPIT INTERGRATED ARTS SCHOOL

An arts-centered focus provides students with the opportunity to have an integrated arts education, while engaging in rigorous learning practices. This theme offers those students with an interest in visual and performing arts the skills they need to continue on the arts trajectory in middle school and beyond.

NORWALK Public Schools















































