Annual Title I Meeting

School Year 2026-27

Kanu o ka ʻĀina

Kūlia i ka nuʻu • Strive for the highest

E komo mai. Shared kuleana begins here.

"

E ʻonipaʻa kākou,
a kau i ka nuʻu

Let us move together as one
to reach the summit.

Today, ʻohana will leave knowing...

1

What Title I is

The purpose, eligibility, and schoolwide approach.

2

How the plan works

How needs become priorities, supports, and measures.

TITLE I, PART A

Title I expands opportunity for every haumāna.

Federal funds help schools strengthen learning and remove barriers so every child has a fair, equitable, high-quality education.

The goal: close achievement gaps while raising opportunity and outcomes.

ESEA §1001

Title I eligibility reflects schoolwide need.

47.2%

SY 2026-27 minimum poverty threshold

based on the percentage of students qualifying for free or reduced from the Household Survey

What this means

Funds are directed to schools serving higher concentrations of students from low-income families.

Schoolwide programs

Federal law generally allows a school with at least 40% low-income enrollment to use Title I across the whole school so all students can benefit, with special attention to those most in need.

Sources: user-provided SY 2026-27 threshold; U.S. Department of Education Title I program guidance.

Needs become a plan - and the plan drives action.

01

Listen + learn

Complete a Comprehensive Needs Assessment (CNA) to identify strengths, needs, and root causes.

02

Set priorities

Build the Comprehensive Academic Plan (CAP), our Title I schoolwide plan.

03

Put the plan to work

Align people, time, funds, instruction, and family engagement to the priorities.

04

Monitor + adjust

Review evidence, gather feedback, and refine strategies throughout the year.

Sources: ESEA §1114; U.S. Department of Education Parent and Family Engagement Guidance (2025).

Title I dollars follow the priorities in our CAP.

Based on the needs identified in the CNA, Title I may strengthen...

LEARN

Stronger instruction

Additional academic support
Extended learning opportunities
High-quality instructional resources

SUPPORT

Ready-to-learn conditions

Targeted student supports
Professional learning for kumu
Strategies that address identified barriers

CONNECT

Family partnership

‘Ohana learning opportunities
Accessible communication
Meaningful input

At today’s meeting: ask which SY 2026-27 strategies, services, and positions Title I funds support.

Learning and progress should be clear.

1

WHAT HAUMĀNA LEARN

Core academic learning aligned to standards, enriched through Hawaiian-focused, place-based, project-based, and personalized experiences.

2

HOW PROGRESS IS MEASURED

Course and project evidence, school-selected growth measures, and Hawaiʻi state assessments where applicable.

3

HOW ʻOHANA STAY INFORMED

Regular communication with kumu, learning reports and conferences, assessment results, and timely notices required under Title I.

Questions about your child's learning or results? Ask your kumu for a conversation.

Sources: Kanu / Ka ʻOhā public program descriptions; ESEA §1116(c)(4); U.S. ED guidance (2025).

Strong pilina grows through everyday actions.

ʻŌLELO Communicate regularly with your kumu and ask how your haumāna is progressing.

KOMO Attend in-person or virtual family meetings, conferences, and learning opportunities.

MANAʻO Complete surveys and share feedback

KĀKOʻO Help your haumāna stay engaged, organized, and on track with coursework.

PILINA Stay connected through school communications and social media communities.

KŪPAʻA Advocate for equitable resources and strong Hawaiian-focused public charter schools.

MAHALO NUI!

Title I Coordinator • Margo@kalo.org