Katy Independent School District

Legacy Virtual High School

2026-2027 Campus Improvement Plan

Accountability Rating: Not Rated



Mission Statement

Legacy Virtual High School is Katy Independent School District's online public high school and supplemental course program, offering flexible, accredited virtual education opportunities for Texas students. Designed for learners who thrive outside the traditional classroom, Legacy Virtual High School combines rigorous academics, certified teachers, and the support of Texas' number one large school district.

Vision

Your Legacy Starts Here

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Legacy Virtual High School will open in 2026–2027 as a new full-time virtual campus serving grades 9–11, with grade 12 added in 2027–2028. Because LVHS does not yet have prior campus-level demographic, attendance, mobility, discipline, graduation, or completion data, the campus will establish baseline measures during its first year of operation and use district data, enrollment records, student applications, and ongoing progress monitoring to identify student and staff needs.

The initial school community will include current Katy ISD students, Katy ISD residents attending private, charter, homeschool, or other online programs, and eligible students residing outside Katy ISD. As enrollment grows, LVHS will monitor the representation, performance, attendance, mobility, discipline, course completion, and engagement of all student groups, including students by race and ethnicity, gender, special program participation, at-risk status, emergent bilingual status, Section 504, dyslexia, gifted and talented, and special education. These data will be reviewed regularly to ensure that all students have equitable access to virtual instruction, support services, interventions, advanced coursework, and graduation pathways.

A key need for the campus will be maintaining strong attendance and engagement in the virtual setting. LVHS will monitor attendance, meaningful academic engagement, Canvas participation, course pacing, assignment completion, grades, teacher-student communication, and intervention data to identify students who may be at risk of falling behind, failing courses, disengaging, or withdrawing. Mobility, withdrawals, transfers back to in-person campuses, retention, and dropout indicators will be reviewed to determine whether students are successfully adjusting to the virtual environment and whether additional onboarding, counseling, family communication, or intervention supports are needed.

When LVHS expands to include grade 12, the campus will need strong systems for tracking graduation plans, credit accumulation, completion rates, dropout prevention, CCMR readiness, advanced course enrollment, dual credit participation, CTE pathway progress, and endorsement completion. Counselors, administrators, teachers, registrars, and support staff will review transcripts, course requests, credits earned, assessment requirements, and graduation plans to ensure students remain on track for on-time graduation and postsecondary readiness.

Staffing needs will be monitored as enrollment increases. LVHS will use a scalable staffing model that includes campus leadership, shared student-support staff, and adjunct virtual teachers who are certified Katy ISD educators. Teacher recruitment, retention, experience, certification, virtual-teaching preparation, professional learning completion, teacher-student ratios, course demand, and student support needs will be reviewed regularly to ensure staffing remains aligned with enrollment and program growth. Paraprofessional or support staff qualifications, where applicable, will be verified through district hiring and assignment processes to ensure students receive appropriate instructional, operational, and program support.

Overall, LVHS will need to establish clear baseline data systems during its launch year and use those systems to monitor student demographics, attendance, mobility, discipline, program participation, special populations, staff capacity, and student outcomes. These data will guide campus improvement planning, staffing

decisions, interventions, family engagement, and continuous improvement efforts as LVHS grows into a full grades 9–12 virtual high school.

Student Learning

Student Learning Summary

Legacy Virtual High School will open as a new campus in 2026–2027 serving grades 9–11, with grade 12 added in 2027–2028. Because the campus does not yet have prior campus-level performance data, initial needs are based on district performance trends, prospective student enrollment information, virtual program experience, and the academic systems described in the TEA virtual application. Katy ISD's 2025 accountability results provide the initial benchmark for LVHS, including an overall rating of 88, Student Achievement score of 87, Academic Growth score of 83, Relative Performance score of 87, and Closing the Gaps score of 89. This data indicates that LVHS should establish strong launch-year goals for STAAR End-of-Course performance, academic growth, course completion, and student-group outcomes.

Identified needs include ensuring that students meet or exceed district and state performance expectations on STAAR EOC assessments in Algebra I, English I, English II, Biology, and U.S. History; maintaining high levels of course completion and credit attainment in a virtual setting; monitoring student engagement and pacing closely; and addressing academic gaps early through targeted intervention. LVHS will use Canvas performance data, district checkpoints, course assessments, grades, assignment completion, pacing data, attendance and engagement records, STAAR EOC results, academic growth data, and student-group performance data to monitor progress. Teachers will review student engagement and academic performance at least weekly, while campus leaders, counselors, and support staff will review student progress during grading periods and intervention checkpoints.

Additional needs include supporting students who are at risk of course failure, disengagement, chronic absenteeism, or underperformance; ensuring students receiving special education, Section 504, emergent bilingual, dyslexia, or other services receive appropriate accommodations and progress monitoring; and preparing students for future graduation, endorsement, advanced coursework, dual credit, and CCMR expectations as the campus expands to serve grade 12. Early-warning indicators such as missed assignments, course inactivity, grades below 70, unsuccessful assessments, pacing deficiencies, and limited communication will be used to trigger timely interventions. Families will be engaged as partners through Canvas, Home Access Center, progress reports, conferences, and direct communication.

As LVHS grows, the campus will need to build systems for tracking graduation progress, retention, dropout prevention, advanced coursework participation, dual credit readiness, CCMR indicators, special education progress, English language proficiency, and student success by subgroup. These systems will support continuous improvement and ensure that students in the virtual environment have access to the academic monitoring, intervention, and support necessary to achieve success.

School Processes & Programs

School Processes & Programs Summary

Because LVHS will open as a new campus in 2026–2027, the first year will require intentional monitoring of implementation, student outcomes, staff readiness, and family feedback to identify areas for continuous improvement. Curriculum and instruction will be grounded in Katy ISD curriculum, TEKS alignment, Canvas course modules, asynchronous instruction, and synchronous support through Microsoft Teams. A key need will be ensuring that virtual courses provide consistent structure, clear pacing, accessible materials, rigorous instruction, frequent feedback, and meaningful teacher presence. Instructional quality must be monitored through course performance data, assignment completion, assessment results, student engagement, teacher feedback, and student/family input.

Professional development will be essential to successful implementation. All LVHS teachers will need preparation in virtual instruction, Canvas use, accessibility, student engagement, online assessment, academic integrity, progress monitoring, communication, feedback, and intervention. Ongoing job-embedded coaching and professional learning should address instructional design, data analysis, student support, special populations, and continuous improvement in the virtual setting.Leadership and decision-making processes will need to support both campus-level operations and cross-department collaboration. LVHS leadership, Innovative Pathways, Teaching and Learning, Technology, Student Support, Special Education, Section 504, LPAC, counseling, and district administration will need coordinated processes for enrollment, staffing, instruction, assessment, interventions, communication, and compliance. Regular data reviews and campus improvement meetings will be needed to guide decisions and adjust supports.

Communication will be a critical need because students and families will not interact with the campus in a traditional daily in-person setting. LVHS will need consistent, accessible, and timely communication through Canvas, Home Access Center, district email, Microsoft Teams, phone calls, websites, newsletters, and family conferences. Communication should include academic expectations, pacing, attendance, engagement, support services, technology requirements, intervention notices, and campus events.Organization and context will also be important as the campus develops its identity as a full-time virtual high school rather than a collection of online courses. Students will need structured onboarding, clear daily and weekly routines, defined teacher touchpoints, counseling access, academic support, intervention systems, and opportunities to build connection with peers and staff. Scheduling processes must support graduation plans, endorsement pathways, advanced coursework, CTE options, and future CCMR opportunities as the campus expands to grade 12.

Support services will need to be intentionally integrated into the virtual model. Counseling, social work, attendance support, registrar services, special education, Section 504, emergent bilingual support, dyslexia services, gifted and talented services, MTSS, technology support, and college and career advising should be accessible to students and families through virtual and, when needed, in-person options. The campus will also need to monitor whether students have equitable access to extracurricular, cocurricular, leadership, recognition, and student engagement opportunities.

Technology integration will be central to campus operations. LVHS will rely on Canvas, Microsoft Teams, MyKaty/ClassLink, eSchoolPLUS, Home Access Center, district devices, cybersecurity systems, filtering tools, and technical support processes. A key need will be ensuring students and staff have reliable access to devices, internet, digital resources, assistive technology, secure assessments, and timely technical support. Technology use should also be monitored for safety, accessibility, engagement, academic integrity, and instructional effectiveness.

Overall, LVHS will need to establish strong instructional, organizational, communication, leadership, support, and technology systems during its launch year. Data from student performance, engagement, attendance, course completion, staff feedback, student and family surveys, support requests, technology tickets, and campus climate measures should guide ongoing decisions and continuous improvement.

Perceptions

Perceptions Summary

Because Legacy Virtual High School will open as a new campus in 2026–2027, the campus will need to establish baseline perception data from students, staff, families, and the broader community during its launch year. Surveys, interviews, focus groups, participation data, and communication metrics will be important tools for determining how well the virtual model is meeting stakeholder needs and where additional support or improvement is needed.

Parent and family engagement will be a key area of focus. LVHS will need to monitor participation in onboarding, orientation, information sessions, virtual conferences, feedback opportunities, and communication responses. Parent feedback should be gathered regularly to evaluate clarity of expectations, ease of accessing Canvas and Home Access Center, satisfaction with communication, understanding of attendance and pacing requirements, access to support services, and confidence in the virtual instructional model. These data will help campus staff adjust communication, family supports, and engagement opportunities.Student feedback will be essential for understanding the virtual learning experience. LVHS should collect student input on course organization, workload, pacing, teacher communication, feedback, tutorials, sense of belonging, technology access, counseling support, academic stressors, and opportunities for connection. Because students are learning virtually, the campus will need to intentionally monitor culture, climate, values, and beliefs to ensure students feel supported, connected, safe, and academically engaged.

Staff surveys and feedback will provide important information about teacher readiness, professional development needs, instructional tools, communication systems, workload, student engagement challenges, intervention processes, and collaboration structures. Staff feedback should also be used to monitor implementation concerns, identify barriers to effective virtual instruction, and guide job-embedded coaching. Teacher retention, recruitment, virtual teaching experience, and staff satisfaction will be important indicators of campus stability and capacity as enrollment grows.

Communication data will also be important in evaluating campus effectiveness. LVHS should review email response patterns, Canvas communication, Home Access Center use, virtual meeting participation, unresolved questions, technology support requests, returned messages, and family outreach logs. These data can help determine whether students and families are receiving timely, accessible, and understandable information and whether additional communication methods are needed.

Overall, LVHS will need to build a comprehensive perception-data system that includes student, parent, staff, and community feedback. These data should be reviewed regularly alongside academic, attendance, engagement, climate, communication, and retention data to guide campus improvement planning. The goal will be to ensure that the virtual campus culture is supportive, responsive, inclusive, and aligned with the needs of students, families, staff, and the community.

Goals

Goal 1: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 1: Ensure all identified emergent bilingual (EB) students are scheduled with appropriately certified teachers, corresponding to the grade level and language program of enrollment.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: Use the Katy ISD ESL Certification Dashboard to identify non-ESL certified teachers and ensure timely completion of ESL certification requirements.				

 No Progress  Accomplished  Continue/Modify  Discontinue

Goal 1: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 2: Increase the number of students participating in the campus Coordinated Health Program

Evaluation Data Sources: Student participation

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: The campus will provide share information with students to address topics such as social emotional health, Drug and alcohol prevention, Character Awareness, anti-bullying, and conflict resolution. **Strategy's Expected Result/Impact:** Students will be provided multiple opportunities to acquire knowledge and skills to promote healthy lifestyles. **Staff Responsible for Monitoring:** Admin, Counseling support				

No Progress Accomplished Continue/Modify Discontinue

Goal 1: Strategic Design Goal 2: All learning environments will foster engagement by integrating personalized learning experiences.

Performance Objective 3: Ensure all students have an identified path for CCMR success.

HB3 Goal

Evaluation Data Sources: CCMR Indicators met

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: Students will identify their path to CCMR indicator completion throughout the year between orientation and course planning. **Strategy's Expected Result/Impact:** Students achieve CCMR readiness **Staff Responsible for Monitoring:** Innovative Pathways Student Support Administration				

No Progress Accomplished Continue/Modify Discontinue

Goal 2: Strategic Design Goal 9: In collaboration with families and community, Katy ISD will actively support the well-being of students and staff.

Performance Objective 1: Ensure that all students in the virtual environment have access to the same or similar supports as students in a traditional campus environment.

Evaluation Data Sources: Procedures and documentation

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 1: Provide students and families with an orientation about how to access supports and services for mental health. **Strategy's Expected Result/Impact:** Students know how to access supports. **Staff Responsible for Monitoring:** Counseling and Innovative Pathways Administration				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Feb	Apr	June
Strategy 2: Provide character education, including information on bullying, visual recording/distribution, online safety, and dating violence awareness. **Strategy's Expected Result/Impact:** Students are better prepared to work in a virtual and in-person environment. **Staff Responsible for Monitoring:** Counseling and Innovative Pathways Administration				

No Progress Accomplished Continue/Modify Discontinue

Goal 3: Strategic Design Goal 4: Katy ISD will support best practices for utilizing effective assessments that inspire and inform purposeful instruction towards continuous improvement.

Performance Objective 1: By August 2027, at least 85% of LVHS students taking applicable STAAR End-of-Course assessments will perform at Approaches Grade Level or above, at least 65% will perform at Meets Grade Level or above, and at least 35% will perform at Masters Grade Level across Algebra I, English I, English II, Biology, and U.S. History, as applicable.

Goal 3: Strategic Design Goal 4: Katy ISD will support best practices for utilizing effective assessments that inspire and inform purposeful instruction towards continuous improvement.

Performance Objective 2: By August 2027, LVHS will achieve an Academic Growth score of at least 75 under the applicable TEA School Progress methodology. In addition, at least 40% of eligible students who previously performed below Approaches Grade Level will demonstrate accelerated learning on applicable state assessments. LVHS also aims for at least 90% of students to successfully complete courses attempted for credit during the 2026-2027 school year.

Goal 3: Strategic Design Goal 4: Katy ISD will support best practices for utilizing effective assessments that inspire and inform purposeful instruction towards continuous improvement.

Performance Objective 3: By August 2027, each LVHS student group meeting TEA minimum-size requirements will meet or exceed the applicable state interim target for reading/language arts and mathematics at Meets Grade Level or above. LVHS will also maintain at least 95% participation on required state assessments for all students and each evaluated student group.