

Act 1 of 2022 Graduation Plan Form for 11th Grade



Assisting Students
Experiencing Education Instability

This Graduation Plan form may be adopted or used by school entities as inspiration in the development of their own Graduation Plan. The form provided considers all previously completed coursework, assessments, and planning steps to ensure on-time graduation.

All eligible students in grades 9–12 shall receive an individualized Graduation Plan tailored to their academic history and local requirements. The Graduation Plan may be completed by the Act 1 Point of Contact (POC) or another school staff member designated by the school entity. It is recommended that students also participate in their own graduation planning.

This form is optimized for students in or entering 11th grade. It reflects prior learning and aligns progress with the school entity's grade-level expectations. The plan also includes what is required to be completed by the student in grades 9–12 to graduate on time.



How to Use This Form

This Graduation Plan form specifies the coursework required for the student to graduate and prepare for postsecondary education or the workforce. **It is recommended to complete a plan within 30 days of the student being identified as eligible under Act 1.**

The Act 1 POC may collaborate with relevant school staff, including the student's school counselor, school social worker, home and school visitor, school psychologist, Individualized Education Program (IEP) team or 504 coordinator, and other individuals as appropriate to complete a plan.

For step-by-step instructions, refer to the [Act 1 of 2022 Graduation Plan Toolkit](#).



Student Name:

Student ID:

Date of Completion:

Act 1 POC Name:

Current Grade: **11th Grade** Date of Act 1 Identification:

Date of Birth:

Special Circumstances (check all that apply):

IEP

Section 504

English Language Learner (ELL)

Consultation (Indicate who has been consulted and provide details below.)

Receiving School Details

Name of LEA/School Entity or AUN:

Site/School Name:

School/Guidance Counselor

Name:

Phone:

Email:

Act 1 POC

Name:

Phone:

Email:



Tip: School counselors (or the staff-member responsible for scheduling) and the Act 1 POC should always collaborate during the graduation planning process. If the school entity structure includes individual grade-level counselors, consider how they may be included as well. Other collaborators will be listed in the "Additional Consultants" section.

Additional Consultants (please check all that apply)

School Counselor

School Social Worker

Home or School Visitor

School Psychologist

Special Education Staff

Building Principal

Other:

Notes, Names and Contact Details:



Tip: Additional consultants may include anyone who may offer insight into a student and their academic experience. Consider consulting family members, justice workers, caseworkers, additional Act 1 POCs, McKinney-Vento Homeless Liaisons, Foster Care Point of Contacts, staff from residential placements, and other stakeholders in their educational and personal success. Detailed records offer a clear plan and continuity if a student experiences future education instability.

Summary of Student's Academic History

Provide a brief overview of the student's education history, prior academic work, and Act 1 eligibility notes:



Tip: Identify details of alternative schedules at prior school entities, such as A/B or block schedules, and consider how those credits will apply at your school entity. For instance, a student whose classes were organized into a block schedule may have completed the requirements for a course before a mid-year school change. Discuss this with the student and confirm it with collaborators.

List prior school entities of attendance, including school programs of residential placements:

School Category (Select all that apply)			Name of LEA/School Entity	Name of Contact and Phone Number	Transcript, Records, & Document Coursework Received?
Elementary	Middle	High			Yes
Alternative	Residential				No
Elementary	Middle	High			Yes
Alternative	Residential				No
Elementary	Middle	High			Yes
Alternative	Residential				No
Elementary	Middle	High			Yes
Alternative	Residential				No
Elementary	Middle	High			Yes
Alternative	Residential				No
Elementary	Middle	High			Yes
Alternative	Residential				No
Elementary	Middle	High			Yes
Alternative	Residential				No
Elementary	Middle	High			Yes
Alternative	Residential				No

Required Courses and Alternative Options

Specify remaining requirements that have not been identified in the previous grade-level plans. These requirements may span multiple grade levels—such as total service or volunteer hours—or be completed outside the traditional four-year schedule if a student’s timely graduation requires more than four years of high school. Describe plans for Alternative Assignments and Credit Recovery in the section Outstanding Required Coursework Notes in the next section.

[illegible]



Outstanding Required Coursework Notes

Describe how addressing outstanding required courses upholds local and state standards for academic rigor:

Graduation Pathway and Target Date

Specify the anticipated graduation pathway(s) at the time of plan completion with rationale and the proposed graduation date.

Planned Act 1 Graduation Pathway:

(Select only one item.)

Satisfactory completion of local requirements
(includes IEP goals)

Satisfactory completion of prior school
entity requirements

Keystone Diploma

Planned Act 158 Graduation Pathway:

(Select only one item.)

Keystone Proficiency

Keystone Composite

Career and Technical Education

Alternative Assessment

Evidence-based Pathways

IEP Goal Completion

Rationale:

Proposed Graduation Date:



Resource: [Download Act 158 of 2018 Graduation Requirements PDF](#) — This document is designed to provide guidance on each of the five pathways to graduation, as well as other diploma options, and on the implementation of statewide graduation requirements.

Student Goals and Interests

Describe the student's academic, career, and extracurricular interests:



Resource: [Download Act 1 of 2022 Student Self-Assessment](#) — The Act 1 Point of Contact may provide the eligible student with this form in order to record their interests and experiences. The self-assessment will inform student-specific graduation planning. See page 22 of our [Toolkit](#) for a completed sample form.

Current Academic Year Progress Checkpoints

List scheduled review meetings and checkpoints.

Checkpoint 1 Date:

Notes:

Checkpoint 2 Date:

Notes:



Tip: Ideally, schedule two checkpoint meetings per academic year. Plan to review the Act 1 eligible student's progress toward a timely graduation, assessing their satisfactory completion of graduation requirements.

Review and Signature

Final remarks, adjustments, and official sign-off.

Act 1 POC Final Remarks:

Printed Name:

Signature:

Date:



Resource: [Download Act 1 of 2022 Graduation Plan Self-Assessment Rubric](#) — This tool will support Act 1 POCs to create a timely and complete Graduation Plan. Review the “Criteria” of an “Ideal” Graduation Plan before and after completing a Graduation Plan to assess the quality of the plan.