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| **RPT ( 6 ) SMART Goals for 2024-25** |

Please email this completed page to Janine Griffore (janine.griffore@ontariodirectors.ca ) no later than October 31, 2024.

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| SMART Goals | Strategies to Achieve Goals |
| Activity & Forum Review goal:RPT6 will conduct a comprehensive review of all activities and forums, analyzing both financial and participation data. Based on these insights, RPT6 will implement targeted adjustments to increase the participation rate from 73% to 75%, achieving a 2% improvement. | * Complete a line-by-line review of all activities and forums – identify successes and challenges. Propose ideas to improve some of the projects. Look at the focus of the activity, does it meet the need of the “target market”, is it a rich college experience?
* Run report 503 and have the colleges and school boards review their actual vs. participation results and suggest changes to reflect the reality of the activities/forum.
* Implement suggested changes
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| Suggested: Goal related to meeting SCWI financial expectationsReview Cycle 2 funding to find efficiencies to bring funding in line with RPT 6 2023-24 actual expenditures of 5,628,199 a reduction of $119, 925 from Cycle approvals for 2024-2025. | * Review SCWI financial visit PowerPoint
* Review transportation and activity and forum actuals vs. requested. Are there opportunities to find savings here to avoid cutting programming
* Return funds in Cycle 3
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| Goal chosen by RPT: Increase awareness of the profile of the PTG with the goal of increasing the percentage of students in the PTG by 2% | * School boards designate a representative to interview each student.
* Distribute the TLD PTG Desk Reference to dual credit teachers, principals, guidance counselors, and relevant staff.
* Update the data collection form to better align with the PTG profile.
* Develop a PTG profile checklist and share it with dual credit teachers, principals, guidance counselors, and relevant staff.
* Conduct orientation sessions on completing the school board dual credit data collection form.
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