SIMPLE STRATEGY PACK

Entry and Closure Routines



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Teacher + Coach Guides
Color and Black & White

PREVIEW

Sample pages from the Entry and Closure Routines Strategy Pack.
Pages are watermarked and shortened for this preview.

The full pack includes the Teacher Card, Teacher Guide, Coach Card, Coach Guide, Snapshot Form, READY Protocol at a Glance, and a How to Use Guide, in color and black and white.

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Entry and Closure Routines

Students know how every lesson starts and ends, so learning begins in minute one and ends with evidence.

Welcome to your Simple Strategy Pack. This short guide shows you what's inside, what to print, and the order to use each piece so the strategy moves from the page into the classroom.

01 What's in This Pack

FILE	FOR	LENGTH	WHAT IT DOES
Teacher Card	Teacher	1 page	The strategy on one page: what it is, why it helps, the five steps, and the layers.
Teacher Guide	Teacher	7 pages	The full strategy: research, examples, common missteps, and adaptations.
Coach Card	Coach	1 page	The coaching on one page: Look-Fors, debrief openers, and the READY connection.
Coach Guide	Coach	5 pages	How to coach the strategy across Plan, Act, and Reflect inside a Coaching Sprint.
Snapshot Form	Coach and teacher	2 pages	The evidence you collect and read together. It is never a score.
READY Protocol at a Glance	Coach and teacher	1 page	The planning conversation, letter by letter.

Every file comes in color and in black and white. The black-and-white versions print cleanly on any school copier.

02 Print These First

- ☐ **Teacher Card:** one for each teacher you support.
- ☐ **READY Protocol at a Glance:** one to keep on the planning table.
- ☐ **Snapshot Form:** one for each visit, printed double-sided.
- ☐ **Coach Card:** one for your clipboard.

Keep the Teacher Guide and Coach Guide digital and open them when you plan.

03 The Five Steps

These are the same five steps on the Teacher Card, Teacher Guide, and Coach Guide, so everyone uses the same language.

01 Post the Entry Task

02 Start on Their Own

03 Review and Launch

04 Close With a Prompt

05 Collect and Dismiss

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TEACHER CARD · ANCHOR 01 · READINESS LANE

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01 What It Is

02 Why Use It

How to Do It

Entry Tasks That Work

The full page is in the Strategy Pack

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01 What It Is

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01

02

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TEACHER GUIDE · ANCHOR 01 · READINESS LANE

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01 What is the Strategy?

The full page is in the Strategy Pack

06 When and Where to Use It

LESSON MOMENTS

- At the start of every lesson, as students walk in and before the first direction
- [illegible]
- [illegible]
- [illegible]
- [illegible]

07 Framework Connections

[illegible]

[illegible]

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08 How Is the Strategy Implemented?

☐ **1. Post the Entry Task**	Post a short entry task in the same spot	WHAT STUDENTS DO
☐ **2. Start on Their Own**	Let the posted task give the directions and keep your own talk to a minimum. Circulate and nudge anyone not working two minutes after class starts with a quiet prompt or a point to the board.	
☐ **3. Review and Launch**	Go over the entry task in two or three minutes, then connect it to today's learning target. Call on two or three students and correct any common error before moving on.	
☐ **4. Close Every Lesson**	Stop teaching with three to five minutes left. Pose one closure prompt tied to the learning target, the same format most days, and give students time to answer.	
☐ **5. Collect and Review**	Collect to read for insight, not to grade.	

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COACH CARD · ANCHOR 01 · READINESS LANE

Entry and Closure Routines

Time the start, protect the finish, and let the teacher read the evidence first.

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03 Coaching With the Layers

NAMING THE LAYER AND THE FOCUS

Have the teacher read the three layers on the Teacher Card and say where they think they are. Ask, "Which of these

Look-Fors

These look-fors come word for word from the steps on the Teacher Card and Teacher Guide. They match the evidence boxes on the Snapshot form.

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07 Act

DURING THE WORK

Record only what you agreed to collect. Arrive before students do so you can see whether the entry task is posted

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SNAPSHOT FORM · ANCHOR 01

Entry and Closure Routines

This snapshot records evidence about one strategy in one lesson. It is a shared reflection tool for the coach and

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READY Protocol at a Glance

A shared planning conversation for building a classroom system. In a team Sprint, the teacher leader leads and the coach assists. In a 1:1 Sprint, the coach and teacher plan together. Every decision belongs to everyone at the table.

SPRINT	FOCUS	BRING	PLAN IN
Team or 1:1	Priority Anchor and Simple Strategy, or a GrowthPath Impact Driver	The snapshot, self-assessment, or Anchor Walkthrough evidence	The READY Protocol Planning Template

R REVIEW THE CURRENT REALITY

What is happening right now in this area of the classroom?

Look honestly at what is happening right now, grounded in evidence. This is evidence work, never a complaint session.

- [ ] Name the focus area
- [ ] Review the evidence: the snapshot, the self-assessment (1:1 Sprint), or the walkthrough (team Sprint)
- [ ] Find the patterns across lessons and days
- [ ] Name what is already working
- [ ] Name what is not yet consistent
- [ ] Connect it to instruction and the Anchor's strategy

E ESTABLISH CLEAR EXPECTATIONS

What should this look like when it is working well?

Make the expectation observable: clear enough to teach and visible enough that everyone can recognize it.

- [ ] Picture it working well
- [ ] Define the student actions
- [ ] Define the teacher actions
- [ ] Define what students will hear, say, and see
- [ ] Describe success
- [ ] Write the expectation: Students will ___ when ___ so that ___.

A ALIGN SYSTEMS AND STRUCTURES

What needs to be in place so the expectation can work?

If the structure is missing, the expectation has nowhere to live.

- [ ] Identify the system
- [ ] Identify the routine
- [ ] Choose the supporting structures
- [ ] List what is needed: materials, visuals, roles, timing, signals
- [ ] Plan the preparation
- [ ] Anticipate the barriers

D DEVELOP STUDENT INDEPENDENCE

How will students learn, practice, and own the routine?

Plan how the routine will be taught, modeled, practiced, reinforced, and gradually released.

- [ ] Plan how students will learn the routine
- [ ] Plan the teacher model
- [ ] Plan the practice with support
- [ ] Plan the release toward independence
- [ ] Plan the response when students do not follow it yet

Y YIELD TO CONSISTENT IMPLEMENTATION

How will the system be maintained over time?

One good day does not make it consistent. Decide how the routine will be maintained, reinforced, and monitored.

- [ ] Plan the maintenance
- [ ] Choose the evidence of consistency
- [ ] Plan the reinforcement
- [ ] Plan the response when the routine slips
- [ ] Schedule the revisit

→ CARRY THE PLAN INTO ACT AND REFLECT

- [ ] When the routines will be taught and launched
- [ ] The PAR coaching strategy for Act, if any
- [ ] What the coach will do before, during, and after the lesson
- [ ] Evidence we will collect on the Snapshot Form
- [ ] When we will Reflect together (REVIEW Teams Protocol)
- [ ] Our reflection question
- [ ] Possible next Move

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