# Tigard-Tualatin School District: 2026-2027 High School Continual Improvement Plan

**Continuous Improvement Plan Purpose:** The Continuous Improvement Plan (CIP) is an internal document used by school leaders to align their work with district goals for student outcomes. It outlines key priorities, strategies, and progress measures that guide school-level planning and improvement efforts, offering visibility into each school's priorities and alignment with the district's broader mission for educational equity and excellence. While primarily designed for principals and leadership teams, it also serves to inform governing bodies—including the School Board, Cabinet, and Educational Equity Advisory Committee—about how each school is advancing district-wide priorities, with a focus on equity and success for all scholars.

**TTSD Districtwide Collective Goals:**

- **Reading Proficiency (Grades 3, 5 & 8):** Grade-level reading by 3rd grade predicts high school success. By 5th grade, strong reading skills prepare scholars for secondary-level texts, and 8th grade proficiency signals readiness for high school coursework.
- **Math Proficiency (Grades 5 & 8):** Mastery of math by 5th grade lays the foundation for middle school success. 8th grade math readiness is critical for success in high school math and post-secondary opportunities.
- **9th Grade On Track:** Earning 6+ credits in 9th grade (with no more than one F in core subjects) is a strong indicator of on-time graduation.
- **Credit Attainment (Grades 10–12):** Tracking credits ensures scholars are progressing toward 4-year graduation or 5-year completion, supporting multiple paths to post-secondary readiness.
- **Language Development:** Multilingual learners will make adequate gains in reading, writing, listening, and speaking to ensure academic gains and overall success K-12.
- **Attendance (K-2, 6th, and 9th):** Consistent attendance at key transition points supports engagement and reduces future absenteeism.
- **Scholars Feel Connected, Valued and Engaged:** {Student Survey Question)
- **Office Discipline Referrals:** Aim for 80%+ of scholars (by race and special population) to have 0–1 referrals, promoting a positive, inclusive school climate.

**Theory of Action:** At TTSD, we believe that every teacher is a language teacher, and we are committed to embedding language-rich discourse into every classroom to ensure scholars develop strong skills in reading, writing, speaking, and listening. We design and deliver rigorous, differentiated instruction that values scholar voice and honors their cultural, linguistic, and neurodiverse identities. We live these beliefs through instructional practices that promote collaborative learning, where scholars engage in meaningful dialogue, problem-solving, and teamwork. Through these actions, we prepare all scholars to graduate choice-ready—academically prepared, socially conscious, and equipped to lead and thrive in a diverse, interconnected world.

# Creekside Community High School

## School Mission:

We create caring community *with* our students and support each other with love and flexibility—partnering in learning to grow strong in courageous hope, compassionate wisdom, and inspired action.

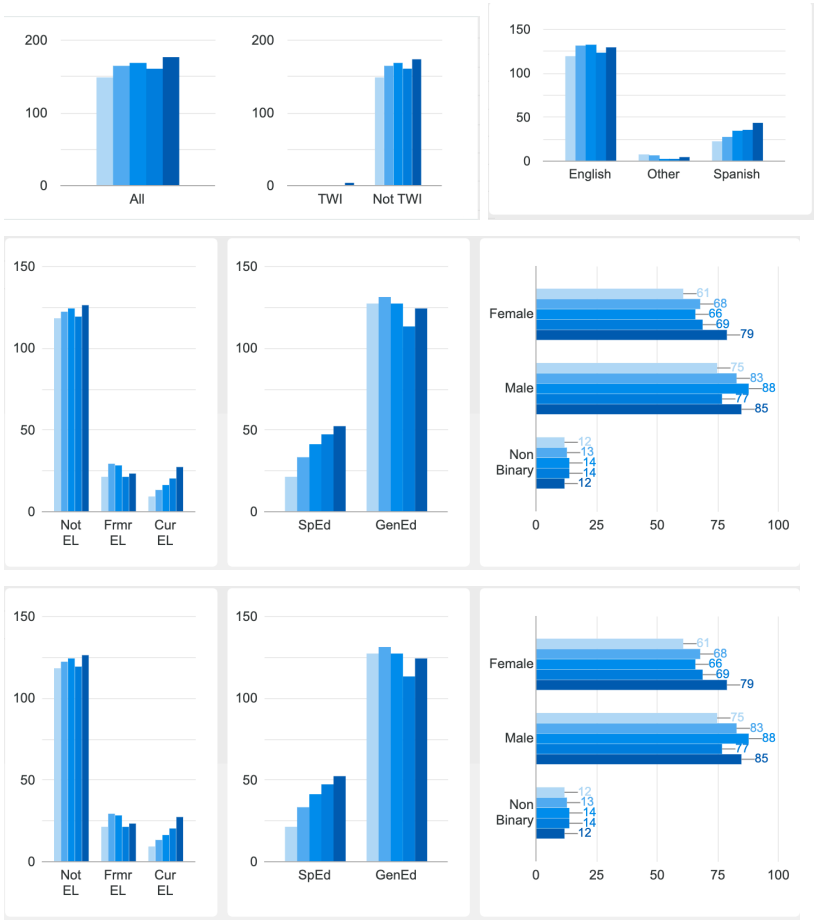
## School Vision:

We believe schools should strengthen community and community should strengthen schools. We envision Creekside Community High School as a welcoming place for rich, real-world learning based on community development, but also a circle of partnerships--youth, families, educators, neighbors, helpers, friends, and community resources coming together to gather around the wellbeing of our kids. We envision our school as the center of this community that will continue to grow and blossom, causing ripples of laughter, friendship, prosperity, generosity of spirit, shared meals, and peace around us. Through this, our students will find their greatness and use it to help and to lead.

## Core Values:

- ★ Caring Community
- ★ Flexible Options
- ★ Transformative Engagement
- ★ Big Support & Real Help
- ★ Wellbeing: Personal, Community, Economic, and Environmental
- ★ Collaboration & Partnership
- ★ Intentionality
- ★ Compassion & Acceptance
- ★ Creativity
- ★ Fun
- ★ Trust
- ★ Peace

## School Profile – Demographics



# Scholar Achievement: Implementation Plan

**DISTRICT AIM #1: 9th Grade On Track (6 or more credits by the end of 9th grade)**

**SCHOOL LEVEL GOALS:**

By June 2027, Creekside Community High School will increase the percentage of 9th grade, full-year scholars who earn credit at an on-track rate from 76% to 84% as compared to the previous year.

By June 2027, Creekside Community High School will increase the percentage of our Multilingual Learners of English 9th grade, full-year scholars who earn credit at an on-track rate from 66%% to 80% as compared to the previous year.

**Data Analysis:** Creekside End-of-Year Data Review 2025-2026

**Executive Summary:**

**Creekside's 2025–2026 outcomes show modest improvement in 9th grade credit attainment. Among full-year 9th graders, 76.2% earned at least six credits, compared with approximately 75% the previous year. Across all enrolled 9th graders, 69% reached that benchmark. These results reflect students' accomplishments and our ongoing responsibility to welcome and support young people facing significant barriers to educational opportunity.**

**Our collective 9th grade focus is to build a strong foundation for high school through belonging, purposeful learning, and coordinated support. Intentional cohorting, daily advisory, and collaboration among the 9th grade team help students develop relationships, understand expectations, and access Creekside's network of support. Shared grading practices, meaningful assessment, and scaffolding for learner independence help make academic progress clear and attainable.**

**Community Action learning and early exploration of future pathways connect school with students' identities, interests, and aspirations.**

**Opportunities to create, collaborate, and contribute help 9th graders experience themselves as valued members of the school community. Family partnership and celebrations of growth strengthen these connections and recognize the strengths students bring.**

**Our next step is to strengthen the shared practices that help every 9th grader make consistent academic progress. This includes identifying barriers early, coordinating interventions, supporting language access for multilingual learners, and helping students build confidence and independence. We also recognize that the six-credit benchmark captures only part of students' growth. Stabilization, belonging, agency, and renewed hope remain essential outcomes as students establish their footing in high school.**

**Identified Root Causes and Contributing Conditions:**

- **Belonging and intentional cohorting: A connected 9th grade community that helps students feel known, valued, and supported.**
- **Coordinated adult partnership: Collaboration among the 9th grade team, advisors, counselors, families, and other support partners.**
- **Clear expectations and responsive instruction: Shared grading practices, meaningful assessment, and scaffolding that support access and learner independence.**
- **Purposeful learning and contribution: Community Action projects and exploration of future possibilities that strengthen engagement.**
- **Early identification and support: Timely responses to academic, attendance, language, and personal barriers.**
- **Enrollment continuity: Attention to differences between full-year students and the broader cohort when interpreting outcomes and planning support.**
- **A commitment to educational equity: Welcoming students facing significant obstacles and pairing flexible pathways with high support and high expectations.**

| **Reflection from Prior Year** | | | |
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| **Change Ideas from Previous School Year?** | **What was the intended/predicted outcome?** | **Adapt, Adopt or Abandon** | **Why? What data is informing this decision? If adapting, what changes are being made?** |
| Collaboration for Implementation Teams – Moving the Creekside Emergent Model of Learning from paper into living, breathing classroom | Increased credit attainment through Agency & Self-Authorship, Rigorous & Purposeful Learning, and Interdependence & Collective | Adapt | We will continue to view our model as emergent and to nurture its development through collective intention and action. This includes intentionally layering schoolwide |

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| practice. Our subject-similar teams will help us align, experiment, and grow together—making the model's purposes of Agency & Self-Authorship, Rigorous & Purposeful Learning, and Interdependence & Collective Contribution tangible for students every day. | Contribution | | proficiency grading practices—prioritizing mastery learning, clear standards-aligned rubrics, and multiple opportunities for revision and growth—to make academic progress clear and attainable for all scholars. |
| Future Pathways Program – Continuing to shape a four-year, credit-bearing journey into self-authorship, life design, and postsecondary readiness—one that connects each student's future to their identity and their identity to courageous hope, compassionate wisdom, and inspired action toward their future goals and dreams. | Increased credit attainment through school relevance via connection to student futures | Adapt | We are shifting this work to a weekly standalone class for each grade level, providing consistent opportunities for personal exploration and future-focused wayfinding. |

| **If needed, additional Change Ideas for Current School Year?** | **Alignment to CCRE Framework Priority Tenet** | **Intended/Predicted Outcome** (How will this change idea impact student outcomes?) |
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| This year, we'll also continue strengthening Advisory, our schoolwide system for making sure every student is known and supported. It brings together a team of people working through different roles, relationships, | Humanizing Culture a… | Increase on-track credit earning by reducing the number of students with attendance below 60% through targeted, student-specific interventions informed by team-based root-cause analysis. |

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| and perspectives to understand what students need and respond together. Last year, we clarified the distinct contributions of advisors, special education case managers, counselors, ELD case managers, and mental health counselors. This year, we are adding the **Engagement Team**, a secondary layer of coordinated support and accountability that gives advisory teams more moves—and students more support—when challenges persist. Through this system, we will be able to achieve more high-energy interventions  The goal is simple: no student should fall through the cracks, and no student, family, or staff member should have to figure things out alone. We want students and families to experience Creekside as one connected team, with the advisor serving as their primary point of connection—the conductor who helps coordinate an orchestra of care, support, meaningful opportunities for growth, and transformative engagement. | | |

**DISTRICT AIM #2: Graduation (4-year graduation & 5-year completion)**

**SCHOOL LEVEL GOALS:**

At Creekside Community High School to improve graduation rates by June 2027, we will increase the percentage of current 12th-grade scholars meeting credit requirements for graduation from 68% to 70%, and the percentage of full-year, non-GED-track 12th grade students earning credit at an on-track rate at 100%.

At Creekside Community High School to improve graduation rates by June 2027, we will increase the percentage of current 12th-grade Multilingual Learners of English meeting credit requirements for graduation from 60% to 80%.

**Data Analysis:** Creekside End-of-Year Data Review 2025-2026

**Executive Summary:**

1. What root causes are contributing to current outcomes?

Creekside's 11th and 12th grade outcomes reflect both students' current progress and credit gaps accumulated earlier in their education. Students who have attended Creekside over multiple years are joined by students transferring with existing credit deficits and significant barriers to graduation. Consequently, cumulative credit status can obscure meaningful progress during the current year. Our working understanding is that sustained relationships, accessible instruction, flexible credit-earning opportunities, and coordinated support help students regain momentum and move toward completion.

2. What patterns or key takeaways emerge across data sources?

Among all 11th graders, 59.6% reached the 18-credit benchmark, compared with 66% of full-year students and 88.2% of students enrolled at Creekside throughout high school. Among currently enrolled seniors, 77% graduated, compared with 93% of full-year seniors. All students enrolled at Creekside for all four years earned a diploma within four years.

These patterns show stronger outcomes among students with sustained Creekside enrollment, while highlighting the importance of considering students' entry points and prior credit attainment. Schoolwide completion measures also improved: the four-year graduation rate increased from 56.9% to 68%, and the five-year completion rate was projected to reach 86%. Together, these findings suggest that Creekside is supporting both recovery from earlier academic disruption and sustained progress toward graduation.

3. What strengths are evident, and where is growth most needed?

Creekside's strengths include sustained advisory relationships, coordinated counseling and special education support, flexible learning pathways, and a community that supports persistence through graduation. The strong outcomes among students enrolled throughout high school are encouraging, alongside the improving graduation and completion rates.

Our greatest opportunity is to help students with accumulated credit gaps translate current progress into timely completion. This requires clear, individualized graduation plans; regular review of credit attainment; early identification of barriers; and purposeful opportunities to demonstrate learning and earn needed credits. Shared grading practices and instructional scaffolding should make expectations and next steps understandable. Future Pathways work should connect graduation planning with students' identities, aspirations, and practical plans for life beyond high school. The

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| collective aim is for every 11th and 12th grader to have a credible pathway to completion, a coordinated support team, and a meaningful next step. |

| Reflection from Prior Year | | | |
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| **Change Ideas from Previous School Year?** | **What was the intended/predicted outcome?** | **Adapt, Adopt or Abandon** | **Why? What data is informing this decision? If adapting, what changes are being made?** |
| Collaboration for Implementation Teams – Moving the Creekside Emergent Model of Learning from paper into living, breathing classroom practice. Our subject-similar teams will help us align, experiment, and grow together—making the model's purposes of Agency & Self-Authorship, Rigorous & Purposeful Learning, and Interdependence & Collective Contribution tangible for students every day. | Increased credit attainment through Agency & Self-Authorship, Rigorous & Purposeful Learning, and Interdependence & Collective Contribution | Adapt | We will continue to view our model as emergent and to nurture its development through collective intention and action. This includes intentionally layering schoolwide proficiency grading practices—prioritizing mastery learning, clear standards-aligned rubrics, and multiple opportunities for revision and growth—to make academic progress clear and attainable for all scholars. |
| Future Pathways Program – Continuing to shape a four-year, credit-bearing journey into self-authorship, life design, and postsecondary readiness—one that connects each student's future to their identity and their identity to courageous hope, compassionate wisdom, and inspired action toward | Increased credit attainment through school relevance via connection to student futures | Adapt | We are shifting this work to a weekly standalone class for each grade level, providing consistent opportunities for personal exploration and future-focused wayfinding. |

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| their future goals and dreams. | | | |

| **If needed, additional Change Ideas for Current School Year?** | **Alignment to CCRE Framework Priority Tenet** | **Intended/Predicted Outcome** (How will this change idea impact student outcomes?) |
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| This year, we'll also continue strengthening Advisory, our schoolwide system for making sure every student is known and supported. It brings together a team of people working through different roles, relationships, and perspectives to understand what students need and respond together. Last year, we clarified the distinct contributions of advisors, special education case managers, counselors, ELD case managers, and mental health counselors. This year, we are adding the **Engagement Team**, a secondary layer of coordinated support and accountability that gives advisory teams more moves—and students more support—when challenges persist. Through this system, we will be able to achieve more high-energy interventions  The goal is simple: no student should fall through the cracks, and no student, family, or staff member should have to figure things out alone. We want students and families to experience Creekside as one connected team, with the advisor serving as their primary point of connection—the conductor who helps coordinate an orchestra of care, support, meaningful opportunities for growth, and transformative engagement. | Humanizing Cult… | Increase on-track credit earning by reducing the number of students with attendance below 60% through targeted, student-specific interventions informed by team-based root-cause analysis. |

# Safety, Culture and Climate: Implementation Plan

| **DISTRICT AIM #3: Scholars Feel Connected, Valued and Engaged.** |
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| **SCHOOL LEVEL GOALS:**<br>**9th Grade Attendance:**<br>At Creekside Community High School we will increase 9th grade regular attendance from 6% from June 2026 to 20% by June 2027 for all scholars.<br><br>Student Perception Survey<br>******Climate & culture survey question is under construction. Baseline will be Fall Survey- and goal will be to improve on the Spring Survey.*** |

**Office Discipline Referrals:**
At Creekside Community High School 80% or more of all scholars — disaggregated by race and special populations — will have no more than 1 office discipline referral, as measured by end-of-year discipline data, in order to support increased engagement and belonging across all student groups.

**% of population with 0-1 Referrals**

| | All | Asian | Black | Hispanic | PI | Native Am | Multi-Racial | White | Sped | MLE | TAG |
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| % with 0-1 Referrals | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% | 100% |

**Data Analysis:** Complete an ATLAS protocol review of prior year data with stakeholders.

**Executive Summary:**

Creekside exclusively recruits ninth-grade students identified for Tier 3 support in academics, behavior, and attendance. Students therefore enter with established patterns of academic difficulty, office referrals, and chronic absence. These starting conditions are essential to interpreting schoolwide outcomes. Students can make substantial gains in attendance while remaining below the 90% threshold for regular attendance. The low percentage meeting that threshold reflects the continuing challenges facing the population Creekside intentionally serves and does not adequately describe students' growth during enrollment.

Across our academic data and observations of student engagement, we see substantial growth that threshold measures can obscure. Students earn credits, strengthen relationships, participate more meaningfully, and improve attendance even when they have not yet reached conventional benchmarks. Particularly significant is the absence of major office referrals in a school that deliberately enrolls students with intensive behavioral support needs. This is evidence of the strength of a culture grounded in community, social cohesion, and trusting relationships. Creekside's primary internal measures of success are credit attainment and qualitative evidence of school engagement, social connection, and well-being. Attendance is

interpreted within that broader picture.

Creekside's central strength is its capacity to create a community where students who have experienced significant difficulty in school can reconnect, participate, and make progress. Community, belonging, flexible support, and meaningful relationships are foundational conditions for that progress. Our greatest opportunity is to deepen and sustain these gains: helping students earn credits consistently, strengthen their connection to learning, and experience greater well-being and agency. Schoolwide monitoring should document growth from entry, progress during enrollment, and eventual completion, while continuing to report required attendance benchmarks. Student and family perspectives will help us understand which conditions support progress and where additional support is needed.

**Culture/Climate Reflections from Prior Year**
**GOAL: At TTSD, we create an environment where scholars, staff, families and community feel connected, valued and engaged.**

| | Change Ideas from Current School Year | What was the intended/predicted outcome? | Adapt, Adopt or Abandon | Why? What data is informing this decision? |
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| **Leadership Actions**<br>**Staff Actions**<br>**Student Actions**<br>**Family Actions**<br>**Community Actions** | **Community School Model Development** | We aim to create a genuine, diverse community where students, families, educators, and partners collaborate to harness their collective power and cultural wealth, revolutionizing our school and community through visionary partnerships and transformative actions that redefine the purpose of school for all. This group will seek to fully envision the details and possibilities, taking proactive steps to realize that vision through events, activities, and innovations. Their work will lead to more | Adapt | We made substantial progress on this goals and will continue our direction of transformative evolution. This will include deepening reciprocal family partnerships, expanding student and family participation in school decisions, strengthening coordination with community partners, and creating shared events and learning opportunities that draw on our community's strengths and cultural wealth. |

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| | | integrated student support, expanded learning time and opportunities, deeper family and community trust and engagement, and collaborative leadership and practices driven by radical student, family, and community partnership. | | |

# Bias & Hate: E.A.S.H Plan

School Continuous Improvement Plans (CIPs) will be revised to include an Anti-Bias Education, Accountability for Implementation, Solutions, and Healing (EASH) plan that will articulate actions the staff and school will take to establish and sustain an anti-bias school culture.

Plans will outline and describe each school's goals, strategies, and tactics for implementing this policy, and any other relevant anti-racist and anti-bias programs.

**Education & Engagement Plans**

| **Education Objective** | **How is the objective being met?** | **Who is leading the work?** | **What is being prioritized, reinforced, and in maintenance and why?** |
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| Scholars, staff, families and community are **aware of and understand our policies on bias and hate**, bullying and harassment. | At Creekside, these objectives are met not through stand-alone trainings, but through the living culture of relationship and repair that defines our daily practice. | This work is led collectively through shared leadership, anchored by the principal and sustained through the Community Support Network (CSN), advisory teams, and student | At Creekside, priorities are guided by what sustains humanization, belonging, and growth—both for individuals and for the collective life of our school. Rather than layering |

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| Scholars, staff, families, and community are able to **define, identify, intervene, and repair/heal from incidences of bias** in the community, interpersonally, within the classroom, common spaces, or school-wide/district-wide.<br><br>Scholars, staff, families, and community will be **equipped to talk about their lived experiences** and support for **conflict management and resolutions.**<br><br>Scholars, staff, families, and community **define their collective identity** as a community and **how they want to be in community** with one another<br><br>Scholars, staff, families, and community collectively **set agreements and common expectations to support accountability** toward operationalizing collective identity as a community and what happens when repair is required | Awareness, understanding, and capacity to respond to bias, hate, bullying, and harassment are woven into the relational fabric of our school community—how we speak, listen, and act together each day.<br><br>1. Embedded in Relationships and Daily Practice<br>Every student, staff member, and family engages in restorative and relational learning through advisory circles, community events, and ongoing dialogue. These regular circles help our community define harm, understand its impact, and practice repair. In this way, learning about bias and belonging happens organically—through shared reflection, not just policy review.<br><br>2. Reinforced Through Shared Language and Policy<br>Our community agreements, anti-bias policies, and restorative norms are expressed in clear, human language and revisited throughout the year. Policies are shared during family intake meetings, staff calibration circles, and student advisory sessions. This ensures everyone understands both the expectations and the restorative | leadership circles.<br><br>● The principal bottom-lines the work—holding accountability for alignment with district policy, ensuring safety, and maintaining fidelity to restorative and anti-bias principles.<br><br>● The Community Support Network coordinates responses to harm, facilitates restorative dialogues, and tracks follow-up actions, ensuring care and consistency.<br><br>● Advisors and teachers lead daily implementation through circle practice, identity work, and relationship-building with students and families.<br><br>● Student leaders co-facilitate conversations, model community agreements, and help design responses that reflect peer voice.<br><br>● Families and community partners are engaged as | new initiatives, we attend to the patterns that allow care, trust, and accountability to thrive across our ecosystem.<br><br>Prioritized<br>We are prioritizing the relational safety and restorative coherence that make Creekside a place where students can show up fully and learn deeply. This includes strengthening our Community Support Network, refining advisory circle practice, and expanding opportunities for students to lead and facilitate community-building and restorative dialogue. These efforts are prioritized because they are the roots of engagement—without safety, belonging, and voice, learning cannot flourish.<br><br>Reinforced<br>We are reinforcing our restorative and anti-bias practices through ongoing calibration among staff and students. This means continuing to practice and refine how we interrupt harm, engage in repair, and uphold our shared community agreements. Reinforcement here is less about compliance and more about rhythm—revisiting our values |

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| Scholars, staff, families and community **collectively practice educating, informing, shaping, and living the values** set forth by the common agreements of being in community with one another<br><br>Scholars, staff, families, and community collectively **understand the steps required toward repairing relationships** and strengthening the sense of **equity, inclusion, and belonging** | options available when harm occurs.<br><br>3. Supported by Staff Practice and Continuous Learning<br>Staff participate in ongoing professional learning focused on recognizing bias, interrupting harm, and facilitating restorative dialogue. We maintain brief monthly calibration huddles to share patterns, reflect on impact, and refine our responses.<br><br>4. Connected Through Family and Community Partnership<br>Families are active partners in this work. Through intake conversations, Family Connect events, and follow-up communication during restorative processes, families learn how Creekside addresses harm and how they can support repair.<br><br>5. Strengthened by Restorative Systems of Accountability<br>When harm occurs, we respond through restorative meetings, agreements, and facilitated dialogue that center learning, dignity, and repair. Documentation in Synergy and our Early Indicators system ensures transparency and alignment with district policy while maintaining | collaborators during intake meetings, restorative processes, and events that reinforce belonging and shared accountability.<br><br>Together, this leadership network ensures that anti-bias education and restorative practices are not a program or initiative, but a living, collective responsibility embedded in Creekside's culture and daily practice. | regularly so they remain alive in daily interactions and decision-making.<br><br>In Maintenance<br>We are maintaining the core systems that already work well: our advisory structure, competency-based learning model, and communication loops with families and partners. These systems provide predictability and trust, allowing our community to focus its adaptive energy on deepening impact rather than reinventing what is already effective. Maintenance at Creekside means care—tending to the conditions that sustain growth rather than letting them drift.<br><br>In essence, we are cultivating balance: prioritizing connection, reinforcing culture, and maintaining structure—so that the Creekside ecosystem continues to evolve with integrity, coherence, and humanity. |

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| | Creekside's focus on relationship and restoration. | | |

Relevant Policies: GBB/JBC Bias Incidents and Hate Speech | JBC/GBB | ACB All scholars Belong | ACB-AR Bias Incident Complaint Process

**EASH Mitigation Plans:**

**What lessons were learned in facilitating solutions and healing?**

Through the practice of restorative dialogue, Creekside has learned that healing is relational, not procedural. Solutions emerge when people feel seen, when harm is named without shame, and when accountability is grounded in care rather than punishment. We've discovered that most conflicts are not about the incident itself, but about unmet needs, miscommunication, and belonging—and that true resolution requires attending to these roots.

We also learned that timing and readiness matter: repair cannot be rushed. Students and adults need time to cool down, reflect, and re-engage when they can do so with honesty and empathy. Facilitators must hold space without forcing closure, trusting that relationship is the medium of change.

Another key lesson is the power of community participation in healing. When the circle expands to include peers, staff, and families, responsibility and compassion multiply. The ripple effects of one act of repair often strengthen the wider school culture. Finally, we learned that restorative work demands adult modeling and humility—our willingness to own harm, apologize, and change builds the credibility that makes this culture real.

**How will that understanding impact your work to prevent and create awareness in your community?**

These insights have deepened our commitment to proactive, relational prevention. We now see prevention not as a separate effort, but as the daily practice of building relational capital—trust, empathy, and connection strong enough to hold tension when harm occurs. Advisory circles, affinity groups, and our Community Support Network are structured as spaces for continuous reflection and awareness, helping students and staff learn to recognize bias and conflict

early, before harm spreads.

Awareness-building will continue through regular calibration circles with staff and students, where we explore real scenarios, practice interrupting bias, and rehearse repair conversations. We will also invite family partnership in learning and dialogue, ensuring shared understanding of our restorative values and processes.

Ultimately, the understanding we've gained moves us toward a culture where accountability and care are inseparable—where prevention is embedded in how we relate, how we listen, and how we hold one another in community.