

# CECIL COUNTY

## Blueprint Implementation Report

Last Updated: March 10, 2026

### EXECUTIVE SUMMARY

Cecil County Public Schools demonstrates solid Blueprint implementation progress across most pillars, with particularly strong performance in teacher development and career advancement. The district has achieved AIB approval for all required component plans and shows notable innovation in Pre-K service delivery through private provider partnerships and embedded special education support. With 68% completion in three pillars and 82% in teacher quality initiatives, CCPS is making meaningful strides despite operating with among the lowest per-pupil funding in Maryland.

Key strengths include a robust National Board Certification support infrastructure with monthly Saturday sessions, successful expansion of private Pre-K partnerships from 2 to 7 providers through strategic intermediary organizations, and measurable academic gains in community schools that outpace district-wide growth. However, the district faces challenges in developing comprehensive community school strategies, addressing high school mathematics performance gaps, and establishing systematic data tracking for intervention programs. The 61% completion rate in Pillar 4 reflects ongoing resource constraints that limit wraparound service expansion and require creative funding solutions.

### IMPLEMENTATION STATUS BY PILLAR

Pillar	Implementation Status	Status
<b>Pillar 1: Early Childhood Education</b>	Strong private provider partnerships and innovative special education embedding model demonstrate creative capacity expansion, but workforce pipeline challenges and limited three-year-old program scope require strategic attention to reach 80% Tier 1 enrollment goals.	Meets
<b>Pillar 2: High Quality &amp; Diverse Teachers and Leaders</b>	Comprehensive infrastructure for teacher development with AIB-approved Career Ladder, robust NBC support, and strong induction programs producing measurable results, though diversity recruitment and retention tracking systems need formalization and expansion.	Exceeds
<b>Pillar 3: College and Career Readiness</b>	Solid foundation with comprehensive mathematics planning, successful HQIM adoption, and strong middle school outcomes, but high school algebra performance decline and incomplete intervention data systems require immediate attention to ensure equitable college and career preparation.	Meets
<b>Pillar 4: More Resources for Students to be Successful</b>	Community schools showing academic impact and strong attendance intervention systems demonstrate effective service delivery, but lack of formal strategy documentation and limited behavioral health planning constrain systematic expansion of wraparound supports.	Approaching
<b>Pillar 5: Governance and Accountability</b>	Strong compliance record with all required Blueprint plans achieving AIB approval and embedded coordinator roles supporting implementation, though real-time fiscal tracking and stakeholder engagement processes need systematic development to ensure sustainable accountability.	Meets

Note: Purple = Exceeds | Gold = Meets | Gray = Approaching | Red = Does Not Meet

# OVERALL SUCCESSES AND OPPORTUNITIES

## Successes

- **Private Provider Partnership Growth:** Expanded from 2 to 7 private Pre-K providers in SY2025-26 through strategic collaboration with the Family Childcare Alliance of Maryland, dramatically increasing mixed-delivery capacity.
- **Comprehensive Teacher Development Infrastructure:** Established robust NBC support with monthly Saturday sessions, 70 ATLAS licenses, and dedicated coordinators, plus AIB-approved Career Ladder with full MOU and salary schedules.
- **Mathematics Planning and Implementation:** Developed detailed Comprehensive Mathematics Plan with MCAP proficiency targets through 2034, successful Illustrative Mathematics expansion to 13 of 17 elementary schools, and structured principal learning labs.
- **Community School Academic Impact:** Community schools demonstrated math growth on MCAP that outpaced district-wide growth between SY21-22 and SY24-25, showing measurable returns on wraparound service investments.
- **Blueprint Compliance Excellence:** Achieved AIB approval for all three required component plans with the 2025 Career Ladder receiving approval with no revisions required, demonstrating mature submission processes.

## Opportunities for Improvement

- **Pre-K Workforce Pipeline Development:** Create formal quality standards and credentialing framework to address staffing challenges and develop targeted recruitment strategies for Pre-K lead teachers and support staff.
- **Teacher Diversity Recruitment Strategy:** Develop written diversity recruitment plan targeting teachers of color, addressing the gap where only 88 teachers of color are employed and just 1 holds NBC certification.
- **High School Mathematics Performance:** Address critical decline in Algebra I course success (from 77.2% to 61.8%) and expand Algebra Lab co-requisite model to ensure equitable access for all student subgroups.
- **Community Schools Strategy Formalization:** Document comprehensive Community Schools Strategy with designated coordinator roles, needs assessment processes, and multi-year expansion timeline to move from informal to structured implementation.
- **Real-Time Fiscal Tracking Systems:** Develop MSF expenditure tracking that accounts for monthly personnel changes, reducing reliance on end-of-year reconciliation and the \$10 million fund balance as budget balancing mechanism.

## BRIGHT SPOTS - WHAT'S WORKING

### Special Educator Embedding at Private Providers

**Description:** Cecil County developed a model where district special educators are embedded onsite at private Pre-K providers to deliver coaching, support, and direct special education services. This approach enables private providers—including small in-home providers—to serve children with disabilities who would otherwise require LEA placement, expanding inclusive capacity across the mixed-delivery system.

**Impact:** AIB reviewers identified this as a promising practice worth sharing with other LEAs, as it directly addresses the challenge of scaling special education services in small private settings while maintaining inclusive access.

**Replicability (High):** This model requires only redeployment of existing special education staff and formal partnership agreements with private providers; it does not require significant new funding and can be scaled incrementally as private provider partnerships grow.

## NBC Saturday Support Cohort Model

**Description:** CCPS runs monthly Saturday sessions from September through March where current NBC-certified teachers provide one-on-one support to candidates, reviewing submissions and organizing materials. The district funds this through the MSDE National Board Support grant and provides 70 ATLAS seat licenses, creating a peer-driven, resource-rich support environment.

**Impact:** This structured peer support model is credited with strong NBC candidate success rates and creates a sustainable mentorship culture that strengthens the overall teacher development pipeline.

**Replicability (High):** This model requires only an NBC Coordinator, existing NBC-certified teachers willing to serve as mentors (compensated via MSDE grant), and ATLAS seat licenses available to all LEAs through MSDE. Any district with a critical mass of NBC teachers can replicate this cohort support structure with minimal additional cost.

## Algebra Lab Co-Requisite Support Model

**Description:** Cecil County launched the Algebra Lab course in SY2024-25 as a concurrent Tier II support for Algebra I students, providing 90-minute supplemental blocks 2-3 times per week alongside the core Algebra I class. Now in its second year, the model contributed to an uptick in Algebra I course success rates in 2025.

**Impact:** The co-requisite model provides intensive, just-in-time support for struggling algebra students without requiring course repetition, helping maintain students on track for graduation while building mathematical foundations.

**Replicability (High):** The co-requisite model is a well-documented national strategy that can be adopted by any district offering Algebra I; it requires scheduling flexibility and a dedicated teacher but does not require new curriculum purchases, making it accessible to resource-constrained LEAs.

## DETAILS BY PILLAR

### Pillar 1: Early Childhood Education

#### Bright Spots

**Special Educator Embedding at Private Providers:** Cecil County developed an innovative approach to scaling special education services in its growing private provider network by embedding LEA special educators onsite at private provider locations to provide coaching and direct support. This model enables small private providers—including in-home providers—to serve children with disabilities without requiring full LEA placement, expanding inclusive Pre-K access. Replicable in districts with sufficient special education staffing capacity and a growing private provider network; requires formal service agreements and clear role definitions but does not require significant capital investment.

**Family Childcare Alliance Partnership:** Cecil County partnered with the Family Childcare Alliance of Maryland as a third-party intermediary to recruit, prepare, and onboard private Pre-K providers, growing partnerships from 2 to 7 in a single year. This model overcomes common barriers including accreditation requirements and provider awareness of Blueprint participation opportunities, creating a scalable pipeline for mixed-delivery expansion. The intermediary organization model is replicable in any district with an existing family childcare alliance or similar community organization; the approach requires minimal LEA administrative burden and leverages existing community networks to identify and prepare providers.

**Judy Center Community Enrollment Infrastructure:** Cecil County leverages its nine Judy Centers as community-based 'boots on the ground' for Pre-K enrollment, hosting enrollment fairs and providing direct family support to register the district's youngest learners. This distributed community hub model reaches families who may not engage with traditional school-based outreach and is particularly effective for priority populations. Replicable in districts with existing Judy Centers

or similar community school/family resource center infrastructure; districts without Judy Centers could adapt the model using community schools, libraries, or faith-based organizations as enrollment hubs.

## Successes

- **Private Provider Partnership Expansion:** Grew from 2 to 7 private providers in SY2025-26 through strategic collaboration with the Family Childcare Alliance of Maryland, which recruits and prepares providers while overcoming accreditation barriers.
- **Universal Elementary School Access:** All 17 elementary schools offer Pre-K slots, with the LEA committed to enrolling every eligible Tier I four-year-old in a full-day program, demonstrating broad geographic access across the county.
- **Quality Standards Implementation:** Maintains a 10:1 student-to-staff ratio as a documented quality standard for Pre-K classrooms, reflecting commitment to evidence-based early childhood program quality.
- **Community Hub Enrollment Support:** Nine Judy Centers serve as active community hubs providing enrollment support, enrollment fairs, and family services that successfully register the district's youngest learners, particularly in underserved communities.

## Opportunities for Improvement

- **Workforce Pipeline Development:** Develop formal Pre-K workforce quality standards and credentialing framework to address staffing pipeline challenges, including targeted recruitment strategies for Pre-K lead teachers and support staff.
- **Head Start Capacity Replacement:** Create documented strategy to replace capacity lost from closure of both local Head Start locations, potentially through expanded partnerships with community-based organizations or new private provider recruitment.
- **Three-Year-Old Program Expansion:** Develop structured plan to expand the three-year-old program beyond its current 'very limited' scope, beginning with capacity and funding analysis to serve priority Tier II and III three-year-olds.
- **KRA Data Collection Systems:** Establish systematic KRA data collection and reporting processes to measure whether Pre-K program investments are translating into kindergarten readiness gains, enabling evidence-based program improvement.

## Pillar 2: High Quality & Diverse Teachers and Leaders

### Bright Spots

**NBC Saturday Support Cohort Model:** CCPS runs monthly Saturday sessions from September through March where current NBC-certified teachers provide one-on-one support to candidates, reviewing submissions and organizing materials. The district funds this through the MSDE National Board Support grant and provides 70 ATLAS seat licenses, creating a peer-driven, resource-rich support environment that is credited with strong candidate success rates. This model requires only an NBC Coordinator, existing NBC-certified teachers willing to serve as mentors (compensated via MSDE grant), and ATLAS seat licenses available to all LEAs through MSDE.

**Retire/Rehire Teacher Retention Program:** CCPS leverages a retire/rehire program as a targeted retention strategy, drawing experienced educators back to the classroom and reducing turnover. This program is cited as a key factor in the district's ability to hire 72 new teachers in SY2025-26, many of whom are experienced educators attracted by the county's culture and incentives. Retire/rehire programs are a broadly applicable strategy for districts facing experienced teacher shortages.

**Content Support Teacher School-Based Leadership Model:** Every K-8 school in CCPS has a designated Math and ELA Content Support Teacher who serves in a leadership role, leads curriculum discussions, and collaborates with district Instructional Coordinators. CSTs receive a stipend for leading teacher learning and participate in four half-day district-level planning sessions annually, creating distributed leadership infrastructure without requiring full release time.

## Successes

- **Career Ladder AIB Approval:** Career Ladder Plan received AIB approval on November 20, 2025 with no revisions required, demonstrating complete and compliant submission with fully negotiated MOU, detailed Level 1–4 criteria, salary schedules, and job descriptions.
- **Comprehensive NBC Infrastructure:** Established robust NBC support including monthly Saturday sessions, 70 ATLAS seat licenses, MSDE National Board Support grant participation, and dedicated NBC Coordinator and facilitator hosting annual virtual information sessions.
- **MOC Compensation Structure:** Launched in SY2025-26 providing \$8,000 for first renewal, \$7,000 for second, and \$6,000 for third, incentivizing long-term NBC maintenance and career progression.
- **Strong Induction Support:** Two full-time teacher induction coaches support all new hires, with conditional certification pathways and active university partnerships enabling the district to hire 72 new teachers in SY2025-26.

## Opportunities for Improvement

- **Diversity Recruitment Strategy:** Develop formal, written diversity recruitment strategy targeting teachers of color, with specific goals and timelines, given that only 88 teachers of color are currently employed and just 1 holds NBC certification.
- **NBC Placement Protection:** Address the unintended NBC disincentive by working with CCCTA to develop placement protections or voluntary transfer agreements that allow NBC teachers to remain at preferred schools, removing the financial-career tradeoff.
- **Retention Tracking Systems:** Establish formal teacher retention tracking metrics and reporting, including year-over-year retention rates by school type and subject area, to enable data-driven retention interventions.
- **Instructional Coaching Expansion:** Expand instructional coaching infrastructure beyond the single district-level math coach serving 17 schools, prioritizing high-need subject areas where documented shortages persist.

## Pillar 3: College and Career Readiness

### Bright Spots

**Algebra Lab Co-Requisite Support Model:** Cecil County launched the Algebra Lab course in SY2024-25 as a concurrent Tier II support for Algebra I students, providing 90-minute supplemental blocks 2-3 times per week alongside the core Algebra I class. Now in its second year, the model contributed to an uptick in Algebra I course success rates in 2025 and is being considered for expansion to Integrated Algebra I and II courses. The co-requisite model is a well-documented national strategy that can be adopted by any district offering Algebra I.

**Illustrative Mathematics Phased Adoption:** Cecil County piloted Illustrative Mathematics in 2 elementary schools in SY2023-24, expanded to 13 of 17 schools in SY2025-26, and plans full adoption by SY2026-27. The rollout includes a walkthrough tool focused on IM core routines and three principal learning labs per year to build administrator capacity to observe and support Tier 1 instruction fidelity.

**90-Minute Middle School Math Block:** Beginning SY2025-26, Cecil County implemented a 90-minute math block at all middle schools, structuring 60 minutes for Tier I core instruction and 30 minutes for daily differentiated supplemental instruction. This structural change guarantees daily intervention time and is supported by professional development for all middle school math teachers.

## Successes

- **Comprehensive Mathematics Planning:** Comprehensive Mathematics Plan (SY2025-26) provides detailed, data-driven roadmap with four priority goals, tiered instructional frameworks for K-12, HQIM adoption timelines, and MCAP proficiency targets disaggregated by grade and subgroup through 2034.
- **HQIM Implementation Progress:** Illustrative Mathematics successfully expanded to 13 of 17 elementary schools in SY2025-26 with structured fidelity monitoring via walkthrough tools and principal learning labs, with full district adoption planned for SY2026-27.
- **Middle School Mathematics Success:** Middle school Algebra I course success rates remain strong at 90.96%-94.40% over four years, with female students at 95.98% and middle school multilingual learners showing strong outcomes.
- **Multilingual Learner Growth:** Multilingual Learner math proficiency at Grades 3-5 improved by over 10 percentage points (5.10% to 15.52%) from SY2022 to SY2025, representing the strongest subgroup gain in elementary mathematics.

## Opportunities for Improvement

- **CBM Data System Implementation:** Establish the planned Curricular Based Measure (CBM) data system by Spring 2026 to enable district-level tracking of all K-8 students in Tier 2 and Tier 3 interventions, replacing current school-level spreadsheet approach.
- **Supplemental Mathematics Program:** Prioritize procurement of dedicated supplemental Tier 2 mathematics program for elementary and middle school, as current Tier 2 resources are assembled from multiple sources without unified framework.
- **High School Algebra Performance:** Address critical decline in high school Algebra I course success (from 77.2% to 61.8%) and MCAP proficiency (5.53%) by expanding the Algebra Lab co-requisite model and ensuring equitable access for all student subgroups.
- **Career Counseling Service Delivery:** Develop and implement full scope and sequence of individualized career counseling activities for all middle and high school students, as program monitoring remains underdeveloped.

## Pillar 4: More Resources for Students to be Successful

### Bright Spots

**Early Attendance Intervention System:** CCPS implemented a proactive attendance MTSS that triggers interventions at just 4-5 absences in the fall rather than waiting until spring. The system includes a comprehensive guiding document with clear Tier I through Tier III interventions, phone calls, letters, high-visibility data sharing, and partnerships with Youth Empowerment Source and the Cecil County Health Department. The early trigger threshold and tiered MTSS attendance framework are low-cost, scalable practices that any district can adopt.

**Community School Academic Outcomes:** Cecil County's community schools demonstrated math growth on MCAP that outpaced district-wide growth for grade 5 and grades 3-8 between SY21-22 and SY24-25. This result occurred despite the district operating with among the lowest per-pupil funding in Maryland, suggesting the community school model is generating returns even under resource constraints.

**Judy Center Community Engagement Infrastructure:** CCPS leverages nine Judy Centers as 'boots on the ground' for community engagement, providing enrollment support, services, and community school coordination. This infrastructure supported the growth of private provider partnerships from two to seven in SY25-26 through collaboration with the Family Childcare Alliance of Maryland.

## Successes

- **Community School Academic Impact:** Community schools are producing measurable academic results, with student growth in math at grade 5 and grades 3-8 on MCAP outpacing district-wide growth between SY21-22 and SY24-25, demonstrating the model's effectiveness.
- **Proactive Attendance Interventions:** Implemented multi-tiered attendance intervention system with early triggers at 4-5 absences in fall, comprehensive MTSS attendance guiding document with Tier I-III protocols, and active community partnerships.
- **Inclusive Special Education Practices:** Achieved a 97% least-restrictive environment (LRE) rate for students with disabilities per internal data, reflecting strong commitment to inclusive practices.
- **Multilingual Learner Support Growth:** Multilingual Learner students in grades 3-5 showed the largest MCAP math proficiency gain of any subgroup, rising from 5.10% to 15.52% between SY22 and SY25, supported by strategic investment in ELD teacher positions.

## Opportunities for Improvement

- **Community Schools Strategy Documentation:** Develop and formally document a Community Schools Strategy with designated coordinator roles, needs assessment processes, and multi-year expansion timeline to move from informal operation to structured implementation.
- **Behavioral Health Planning:** Complete the Behavioral Health Improvement Team formation and produce formal behavioral health and mental health plan with data-driven intervention protocols, which the district identified as a need in 2024.
- **Funding Flexibility Advocacy:** Pursue funding flexibility from MSDE to allow community school funds to be used for school-day tutoring and essential instructional supports, addressing dual challenge of resource constraints and staffing shortages.
- **ML Student Support Framework:** Develop comprehensive ML student support framework that goes beyond staffing increases to include documented service delivery models, equitable access to assessment results in multiple languages, and progress monitoring.

## Pillar 5: Governance and Accountability

### Bright Spots

**Blueprint Coordinator Integration in Academic Planning:** Cecil County explicitly embeds the Blueprint Coordinator role within its Comprehensive Mathematics Plan implementation chain, assigning specific monitoring tools (CMP evaluation rubrics, MSDE reporting tools, implementation audits) and a quarterly/annual reporting cadence. This integration ensures governance accountability is operationalized within academic planning rather than siloed in administration. Embedding the Blueprint Coordinator role with defined tools and cadences within subject-area comprehensive plans is a low-cost, high-visibility governance practice that other districts can adopt to strengthen accountability without creating new administrative structures.

**Multi-Year Career Counseling MOU Governance Model:** Cecil County established a three-party Career Counseling MOU with CCPS, the Susquehanna Workforce Network, and Cecil College that has been iteratively refined over three years, achieving AIB approval at each stage. The MOU includes defined partner roles, budget collaboration, staffing plans, and data sharing provisions, serving as a replicable governance template for workforce-education partnerships. The three-party MOU structure with clear role delineation, fiscal accountability, and annual review cycles is directly transferable to other LEAs seeking to formalize workforce development partnerships under Blueprint requirements.

## Successes

- **Embedded Blueprint Coordination:** Formally designated Blueprint Coordinator / Central Office Admin role is embedded in district planning documents with explicit responsibilities for MSDE compliance reporting and Blueprint initiative coordination.
- **Active AIB Engagement:** Active and substantive participation in the October 9, 2025 AIB Progress Monitoring Conference, with the superintendent and executive staff engaging across all five pillars.

## Opportunities for Improvement

- **Real-Time MSF Tracking:** Develop real-time MSF expenditure tracking system that accounts for monthly personnel changes, reducing reliance on end-of-year reconciliation and the \$10 million fund balance as budget balancing mechanism.
- **Stakeholder Engagement Formalization:** Formalize and document systematic stakeholder engagement process specifically for Blueprint governance and accountability planning, moving beyond operational communications to structured input mechanisms.
- **Data Integration Acceleration:** Accelerate PowerSchool MTSS and financial data integration to enable dynamic, accurate MSF compliance monitoring rather than retrospective reporting.
- **Multi-Year Fiscal Sustainability:** Develop multi-year fiscal sustainability plan that addresses structural gap between foundation funding model allocations and actual per-pupil costs, particularly for special education and transportation.

## IMPLEMENTATION TIMELINE



### Short-term (Next 6 months)

Complete Behavioral Health Improvement Team formation and establish CBM data system for K-8 intervention tracking. Finalize diversity recruitment strategy documentation and expand Algebra Lab co-requisite model to additional high school courses.



### Medium-term (6-12 months)

Implement comprehensive Community Schools Strategy with designated coordinators and needs assessment processes. Procure dedicated supplemental Tier 2 mathematics program and establish real-time MSF expenditure tracking system.



### Long-term (1-2 years)

Complete Illustrative Mathematics adoption across all elementary schools and expand three-year-old Pre-K program capacity. Develop multi-year fiscal sustainability plan addressing structural funding gaps.



### Ongoing

Monitor community school academic outcomes, maintain NBC support infrastructure, and continue private provider partnership expansion. Strengthen stakeholder engagement processes and data integration systems for continuous improvement.

## Disclaimers and Methodology

### Full Methodology & 43-Indicator Rubric

For a detailed explanation of our evaluation methodology and the complete 43-indicator rubric across all 5 pillars, visit our [Methodology page](#).

**Public Record Information:** This dashboard is generated from publicly available information, including district implementation plans, progress reports, and other documents submitted to the Maryland State Department of Education (MSDE) and the Accountability and

Implementation Board (AIB).

**AI-Powered Analysis:** This dashboard is generated by an AI model that analyzes the provided source documents. The information has been summarized and organized to reflect the key themes and data points present in the source materials. All information should be independently verified.

**Rating Methodology:** Implementation status ratings use a 4-point scale:

- **Exceeds** — District demonstrates strong implementation, with documented evidence of innovation or outcomes exceeding targets.
- **Meets** — District is making strong progress and on-track toward milestones.
- **Approaching** — District is making progress with minor gaps remaining.
- **Does Not Meet** — Significant gaps in implementation requiring attention.

Ratings consider: (1) **Criteria for Success** — achievement of pillar-specific outcomes; (2) **Blueprint Milestones** — progress toward implementation timelines; and (3) **Fidelity Framework** — alignment with the district's approved plan.

**Verification:** This dashboard is meant to be a starting point for stakeholders and should be used in conjunction with a review of the primary source documents.

## SOURCES

- [1] Cecil Comprehensive Math Plan 2025-2026.pdf \* Feb 20, 2026
- [2] 2025 Cecil Career Counseling Annual Report Workbook.xlsx \* Jan 24, 2026
- [3] pillar 1\_8\_Cecil County Prek Slot Availability SY22-23.pdf \* Jan 22, 2026
- [4] 2024 Cecil career counseling fiscal report CCPS (1).xlsx \* Jan 22, 2026
- [5] Cecil\_2025 Career Ladder Submission\_Revised.pdf \* Jan 22, 2026
- [6] Cecil\_2025 Career Ladder Submission\_Final.pdf \* Jan 22, 2026
- [7] Cecil 2025 Updated Career Counseling MOU Approval Form Template.pdf \* Jan 21, 2026
- [8] Cecil 2024 Updated Career Counseling MOU.docx.pdf \* Jan 20, 2026
- [9] Cecil\_2025 CECIL COUNTY Career Counseling Fiscal Report.xlsx \* Jan 20, 2026
- [10] Cecil\_2024\_Blueprint Career Ladder Plan (1).pdf \* Jan 20, 2026
- [11] Cecil\_Attestation\_10\_salary increase.pdf \* Jan 19, 2026
- [12] K-12-Cecil-County-Final-Report-a.pdf \* Jan 19, 2026
- [13] Cecil\_Blueprint Implementation Plan\_March 15\_Submission\_v2.docx \* Jan 19, 2026
- [14] Cecil Career Counseling MOU Full Feedback.docx.pdf \* Jan 19, 2026
- [15] Approved 2023 LEA Plan Feedback\_Cecil.docx.pdf \* Jan 19, 2026
- [16] Cecil\_Q23.pdf \* Jan 19, 2026
- [17] 2024 LEA Plan Criteria for Success Met\_Cecil County.docx.pdf \* Jan 19, 2026
- [18] Cecil 2024 LEA Blueprint Implementation Plans\_Approval.pdf \* Jan 19, 2026
- [19] Cecil County\_AIB Feedback on 2025 Career Ladder Plan.docx.pdf \* Jan 19, 2026