



**STATE OF NEW MEXICO
PUBLIC EDUCATION COMMISSION
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NOTICE OF INTENT TO SUBMIT CHARTER APPLICATION

According to NMSA § 22-8B-6(B) a Notice of Intent to Submit a Charter Application (NOI) must be filed by the organizers of a proposed charter school to the Public Education Commission **and** to the superintendent of the school district in which the charter school is proposed to be located no later than the second Tuesday in January of the year in which the application will be filed.

The NOI must be submitted electronically to charter.schools@ped.nm.gov with a cc to the district superintendent by 5:00 PM Mountain Time on the due date.

NOIs that are not received by the Public Education Commission **and** the district by the deadline may result in the application being rejected.

The NOI is intended to provide the primary point of contact information of charter developers and preliminary information about the charter proposal. Use the form below to submit the NOI, which should not exceed five pages.

Name of proposed school

LE PILIER MONTESSORI SCHOOL (LPMS)

School district where proposed school will be located

ALBUQUERQUE PUBLIC SCHOOLS

Grade levels to be offered and enrollment projections

Grade Levels to be offered	Projected Total Enrollment
PRE SCHOOL TO GRADE 3	200

Primary point of contact

Name	JULIE ANN HEJL				
Mailing Address	1616 TORRIBIO DR NE				
City	ALBUQUERQUE	State	NM	Zip code	87112
Phone	505-577-9754				
Email	liling25@yahoo.com				

Names, roles, and current employment of all persons on the applicant team, and qualifications of the team members to establish a high-quality charter school

Name	Role on Team	Qualifications: Education, Employment, and Experience
Julie Ann Hejl	Lead Founder	<i>Education</i> <ul style="list-style-type: none">• Bachelor in Elementary Education major in English• Diploma in Special Education• Master of Arts in Curriculum and Instruction with Emphasis in TESOL• Doctor in Philosophy in Educational Management <i>Employment</i> <ul style="list-style-type: none">• Program Coordinator of job placement agency for international teachers <i>Experience</i> <ul style="list-style-type: none">• 2004-2007 , Elementary Teacher• 2007- 2019 , Special Education Teacher

<p>Clarissa Garcia</p>	<p>Founding Board Member</p>	<p><i>Education</i></p> <ul style="list-style-type: none"> • Bachelor of Science in Medical Technology • Master of Science in Educational Management <p><i>Employment</i></p> <ul style="list-style-type: none"> • Chairwoman of Our Lady of Pilar Montessori Center • Founder of Le Pillier Montessori Centre Philippines • Lead Trainer for Montessori teaching <p><i>Experience</i></p> <ul style="list-style-type: none"> • 1975-1979 , School Directress of OB Montessori Center in San Juan, Metro Manila, Philippines • 1979-2017, Founder, President and Managing Directress of Our Lady of Pilar Montessori Center in Pilar Village, Las Pinas City, Philippines • 2006-2009 , Academic Consultant/Trainer of International Montessori Center in Malolos, Bulacan, Philippines
<p>Carmela Martinez</p>	<p>Founding Board Member</p>	<p><i>Education</i></p> <ul style="list-style-type: none"> • Bachelor of Arts in K-8 Education with Endorsement in Technology, TESOL, Bilingual Education and Visual Arts • Master of Arts in Curriculum and Instruction with Emphasis in TESOL <p><i>Employment</i></p> <ul style="list-style-type: none"> • Elementary Teacher <p><i>Experience</i></p> <ul style="list-style-type: none"> • 2008 to Present, Elementary Teacher

<p>Evelyn S. Cortes</p>	<p>Founding Board Member</p>	<p><i>Education</i></p> <ul style="list-style-type: none"> • Master of Arts in Education, Major in Montessori Education • Master of Arts in Pre Elementary Education • Bachelor of Elementary Education with additional 18 units in Reading as Area of Specialization • Bachelor of Elementary Education major in Reading <p><i>Employment</i></p> <ul style="list-style-type: none"> • Elementary Teacher <p><i>Experience</i></p> <ul style="list-style-type: none"> • 2011-2022 , PreK/Elementary School Principal of Surigao Education Center - Montessori Department • 1994-2014 , Kindergarten Teacher • 2017-2020 , Sixth Grade Class Adviser • 1998-2022 , College Instructor of Surigao Education Center - College of Teacher Education

Model or focus of the proposed school (e.g., performing arts, dual language, college prep, STEM, Montessori, IB)

Le Pilier Montessori School is a proposed Pre K-5 elementary school guided by the educational philosophy of Dr. Maria Montessori, with a focus on empowering children to learn through self-teaching and discovery. By integrating art, music, cultural studies, religious studies, science, mathematics, and language into our curriculum, we provide a holistic education that elevates intellect, creativity, and natural curiosity. Le Pilier Montessori School is committed to raising well-rounded individuals with the spirit of compassionate leadership and an enduring love for learning.

Does the school expect to contract with another entity for either management or substantial oversight in the school's operation? Yes No

If YES, describe the entity and the role it will have in the school's operational plan.

Proposed to contract professionals to handle the financial side of the school such as Chief Financial Officer, Accountant, Financial Planner/Advisor, Financial Manager and Bookkeepers, alike..

Does the applicant team or any members of the team currently operate any other schools? Yes No

Vision/Mission statement (2-3 sentences)

VISION

Le Pilier Montessori School/LPMS envisions to develop well-rounded children who embody the qualities of a leader, cultivated through self-guided learning and personal growth.

MISSION

Inspired by the educational principles of Dr. Maria Montessori, LPMS' mission strives to empower children to explore and discover knowledge independently. Our comprehensive curriculum integrates disciplines such as art, music, culture, religion, science, mathematics, and language - fostering intellectual development, creativity, and a strong sense of curiosity.

To achieve this vision and mission, the school creates a learning environment that promotes hands-on exploration, peer collaboration, and individualized pacing. Through Montessori learning approach, students will actively engage with real-world concepts across subjects while developing critical thinking and problem-solving skills. By employing trained educators who guide rather than instruct, we ensure children have the freedom to lead their educational journeys.

LPMS positively impact the community by fostering a generation of thoughtful leaders and lifelong learners. Indicators of success include higher levels of student engagement, measurable academic achievement, and strong community ties. Families will benefit from the development of children who are not only academically driven but also ethical and culturally aware contributors to society.

Define the targeted geographical area from which the proposed school is expected to draw a significant number of its students.

We intend to serve students who resides in the District 6 area of Albuquerque Public Schools, NM with a proposed school location in the North, East or Northeast side of the city.

Describe the student population including key demographic data (academic performance, home languages, English Learners, and special education populations).

ENROLLMENT AND DEMOGRAPHIC INFORMATION OF APS' DISTRICT 6 STUDENTS (Source: <https://sites.google.com/aps.edu/sapr/aps-dashboard/enrollment-and-demographics?authuser=0>)

GENDER

Female students - 47.9% Male students - 52.1 %

RACE/ETHNICITY

American Indian or Alaskan Native, Non Hispanic - 6.4% Asian, Non Hispanic - 2.8%
Black or African America, Non Hispanic - 3.5% Hispanic, regardless of race - 54.3%
Native Hawaiian or Other Pacific Islander, Non Hispanic - 0.1% 2 or more races, Non Hispanic - 5.2%
White, Non Hispanic - 27.8%

ENROLLMENT BY PROGRAM

Current English Learners (2023-2024) - 10.4% Current non English Learners (2023-2024) - 89.6%
Students with Disabilities - 24.5% Regular Education and Gifted-only students - 75.5%
In Gifted Program - 5.7% Not In Gifted Program - 94.3%

MATH AND READING PERCENTAGE PROFICIENCY LEVEL IN DISTRICT 6 SCHOOLS OF APS (Source: <https://www.usnews.com/education/k12/new-mexico/john-baker-elementary-243802>)

A.Montoya Elementary: Math Proficiency - 32% , Reading Proficiency - 42%
Apache Elementary: Math Proficiency - 8% , Reading Proficiency - 22%
Bellehaven Elementary School: Math Proficiency - 12% , Reading Proficiency - 27%
Chelwood Elementary School: Math Proficiency - 12% , Reading Proficiency - 22%
Collet Park Elementary School: Math Proficiency - 17% , Reading Proficiency - 32%
Comanche Elementary School: Math Proficiency - 27% , Reading Proficiency - 42%
Inez Elementary School: Math Proficiency - 22% , Reading Proficiency - 37%
John Baker Elementary School: Math Proficiency - 35% , Reading Proficiency - 42%
Mattheson Park Elementary School: Math Proficiency - 12% , Reading Proficiency - 32%
McCollum Elementary School: Math Proficiency - 17% , Reading Proficiency - 22%
Ocate Elementary School: Math Proficiency - 47% , Reading Proficiency - 57%
San Antonio Elementary School: Math Proficiency - 47% , Reading Proficiency - 67%
Sombra del Monte Elementary School: Math Proficiency - 22% , Reading Proficiency - 32%
Tomasitas Elementary School: Math Proficiency - 12% , Reading Proficiency - 17%

Based on the Reading and Math proficiency levels of these group of students, all 14 schools' standardized assessment performance showed an average of 23% in Math and 35% in Reading.

ACCESS Percent Proficiency Results of APS District 6 schools (2023-2024) (Source: <https://sites.google.com/aps.edu/sapr/aps-dashboard/access-results?authuser=0>)

Apache Elementary School - 9.8% Bellehaven Elementary School - 3.6%
Chelwood Elementary School - 2.6% Collet Park Elementary School - 2.9%
Inez Elementary School - 9.1% Janet Kahn School of Integrated Arts - 6.8%
Matheson Park Elementary School - 7.1% McCollum Elementary School - 4.8%
Ocate Elementary School - 3.7% Tomasita Elementary School - 3.6%

Identify where these students are most likely being educated currently and why they are expected to choose the proposed charter school for their future educational needs.

Our prospective Pre K - 3 students are currently attending the 14 schools in District 6 of Albuquerque Public Schools. Based on the Reading and Math proficiency levels of these group of students, all 14 schools' average standardized assessment performance showed an average of 23% in Math and 35% in Reading. Current reading and math proficiency rates highlight challenges that require more attention. These students and their families will likely to choose the proposed charter school - Le Piliier Montessori School (LPMS), because of: (a) LPMS recognizes the need for an innovative and holistic approach to education, especially in Reading and Math, (b) we are committed to a high-expectation, high-support model, prioritizing both teacher development and student academic success, (c) by focusing on building strong literacy skills across all content areas and fostering holistic growth for both students and educators, we aim to provide a superior alternative to underperforming schools in the area. Families can trust that our approach emphasizes excellence and meaningful progress for all learners, and (d) our curriculum integrates art, music, cultural studies, religious concepts, science, mathematics, and language, fostering holistic growth that nurtures intellect, creativity, and natural curiosity.

Provide evidence that the applicant team has assessed community need for the type of school proposed (e.g., objective surveys or other measures of local demand for the educational program).

There is a clear and compelling demand for the proposed PreK-3 Montessori educational design in District 6 of APS. The founding team has conducted a thorough assessment of the community's educational landscape by visiting District 6 APS schools, neighboring daycare centers, Head Start programs, and various community initiatives. Key findings from this assessment reveal the following:

- (1) Lack of Montessori Options: Currently, there are no Montessori schools serving the PreK-3 or K-8 population in District 6 area. This gap highlights the absence of this unique and highly sought-after educational model within the community.
- (2) Student Population in District 6: District 6 is home to 13 elementary public schools and one K-8 school, serving approximately 11,000 students (based on APS data). Yet, families in this area lack access to a Montessori-focused curriculum, which many parents consider an ideal alternative for hands-on, student-centered learning.
- (3) Demand for Increased Choice: The proposed Montessori PreK-3 school would expand learning opportunities and provide families with a much-needed option for an educational program proven to foster independence, critical thinking, and a lifelong love of learning. By offering an alternative to traditional public schools, the proposal aligns with the community's growing desire for diverse and innovative teaching methods.

This evidence underscores the necessity of establishing a Montessori school in this area, designed to meet the needs of existing families while enriching the overall educational landscape of this area.

Identify significant innovative features that the school will implement to help realize the school's vision/mission.

At Le Pilier Montessori School, we bring the internationally recognized Montessori philosophy to life, offering a holistic approach to education that prioritizes the whole child. Our mission is to nurture independent, confident, and compassionate learners who excel socially, emotionally, and academically.

Montessori Approach - this method is a holistic approach to education, centered on the belief that children learn best through exploration and experience. Rather than isolating topics, Montessori education employs an approach that treats all subjects as naturally interconnected. This structure enables children to see the world—and their place within it— through a wide, integrative lens. The Montessori Approach is about: (1) Learning through Experience: Hands-on, specially designed materials help bring abstract concepts (math, science, language, and more) to life; (2) Dynamic Learners: Children are encouraged to take ownership of their learning, fostering independence, confidence, and problem-solving abilities; (3) Holistic Development: The focus extends beyond academics to emotional and social maturity, physical coordination, and even spiritual growth; and (4) Independence & Joy: Children are guided toward independence, ensuring they grow into joyful, lifelong learners.

Proposed LPMS Preschool to Kinder Program - LPMS Preschool Program provides a calm, child-centered environment for young learners. Here, the emphasis is placed on organization, responsibility, and independence. From caring for their belongings to making choices about their next task or “work,” children thrive in an environment designed to foster personal growth.

What to expect:

(1) A progressive curriculum combining teacher guidance and child-directed learning. (2) An integrated, thematic approach connecting various disciplines like nature, the physical universe, and human experiences. (3) Hands-on materials to help children grasp abstract concepts in a concrete, tangible way. (4) Development of critical skills including curiosity, creativity, confidence, and independence.

This program includes: (1) Child-Centered Learning Environment: A calm, organized space that encourages children to manage their belongings and personal needs independently; (2) Progressive Curriculum: A blend of teacher-guided and child-led activities using hands-on Montessori materials; (3) Integrated Approach: Subjects are tied together thematically, helping children understand complex concepts and their connections.

Proposed LPMS Lower Elementary Program - For 1st to 3rd grade students, LPMS emphasizes an interdisciplinary approach that unveils the deep connections between geographic, scientific, historical, cultural and religious concepts. The classroom transforms into an environment where students gain the freedom to explore and engage, with just the right level of guidance.

What to expect:

(1) Students become dynamic participants in their education with their individual strengths, interests, and challenges deeply valued. (2) A continuation of hands-on learning promotes cognitive preparation and emotional resilience. (3) Lessons are designed to inspire deep understanding and ignite curiosity across disciplines, emphasizing how interconnected the world truly is. (4) The focus on independence builds skills applicable to real-world problem solving.

This program includes: (1) Pro-Active Environment: Spaces specially designed to promote independence and active learning; (2) Multi-Disciplinary Education Approach: Lessons integrate multiple subjects, sparking interest and showing how various disciplines interact in the real world; (3) Individualized Learning: Each child’s preferences, strengths, and challenges are valued as they collaborate with their Guides and peers; (4) Comprehensive Development: Focuses on cognitive preparation, social/emotional growth, and physical coordination.

Describe how the school will be more effective in terms of academic achievement than the schools currently serving the targeted student population. Provide any data you have, to support this assumption.

Our school's focus is clear: to provide an education that is both innovative and highly effective. By combining the time-tested Montessori Method with a robust plan to support teacher growth and data-driven decision-making, we will create an academic environment that nurtures creativity, independence, and excellence. Additionally, we are more effective for the following reasons:

(1) Our Commitment to Excellence - Our school is designed to be more effective in delivering academic success among our targeted student population. Through scientifically informed and empirically proven instructional approaches, a dedicated focus on educator excellence, and a data-driven culture, we are building an educational environment rooted in success and innovation.

(2) Empirically Proven Instructional Approaches - The foundation of our academic effectiveness lies in our adoption of the Montessori Method. For over a century, the Montessori educational approach has thrived globally, with contemporary research consistently validating its impact on student outcomes. Unlike the conventional approach, Montessori's learner-centered philosophy fosters exploration, creativity, and independence, allowing students to thrive academically and personally. Key elements of the Montessori approach align with today's educational goals for children, including the development of capable individuals with a strong sense of self, an ability to connect with others, and a readiness to become productive members of society. This growth begins early—research has shown that the early years (birth through age 6) are critical in setting the foundation for lifelong academic and personal success. By focusing on these foundational years, the Montessori Method develops students who are not only knowledgeable and accountable but also well-prepared to tackle the challenges of the real world.

(3) Tailored Education for Every Child - At the heart of Montessori education is the understanding that no two children are the same. We celebrate this diversity by creating a learning journey fine-tuned to meet every student's distinctive needs. Instead of a conventional approach, our learning environments stimulate exploration and inspire ingenuity. By doing so, we enable our learners to claim responsibility for their education, instilling a profound and enduring passion for learning. Our conviction is simple - by acknowledging each child's current abilities and fostering their inherent sense of wonder, we trigger the unfolding of their limitless capabilities.

(4) Professional Development for Educator Excellence - Central to the success of this approach is ensuring that our educators are equipped to implement it effectively. Our plan includes providing increased professional development opportunities, with a focus on Montessori training. By investing in the professional growth of our educators, we ensure that our classrooms are led by highly skilled and passionate teachers who understand how to guide students toward achieving their fullest potential. Research shows that well-trained educators are a key determinant of school effectiveness, and our commitment to their development reflects our dedication to academic excellence. (5) Establishing a Data-Driven Culture - To ensure continuous improvement, we will employ a data-driven culture within our school. By using both qualitative and quantitative data, we will assess student progress, identify areas for growth, and refine our instructional methods to ensure that they remain effective. Data-informed decision-making will allow us to be adaptive and responsive to the needs of our students, ensuring that no child is left behind.

JULIE ANN HESTER
Signature of primary point of contact

1 | 11 | 2025
Date

Signature of primary point of contact

Date