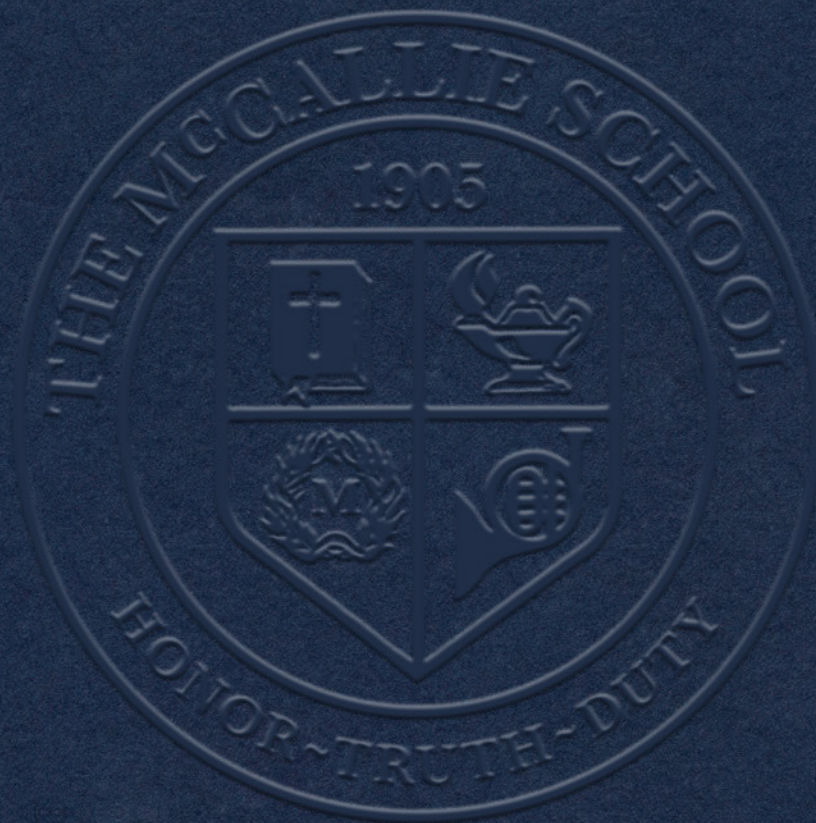
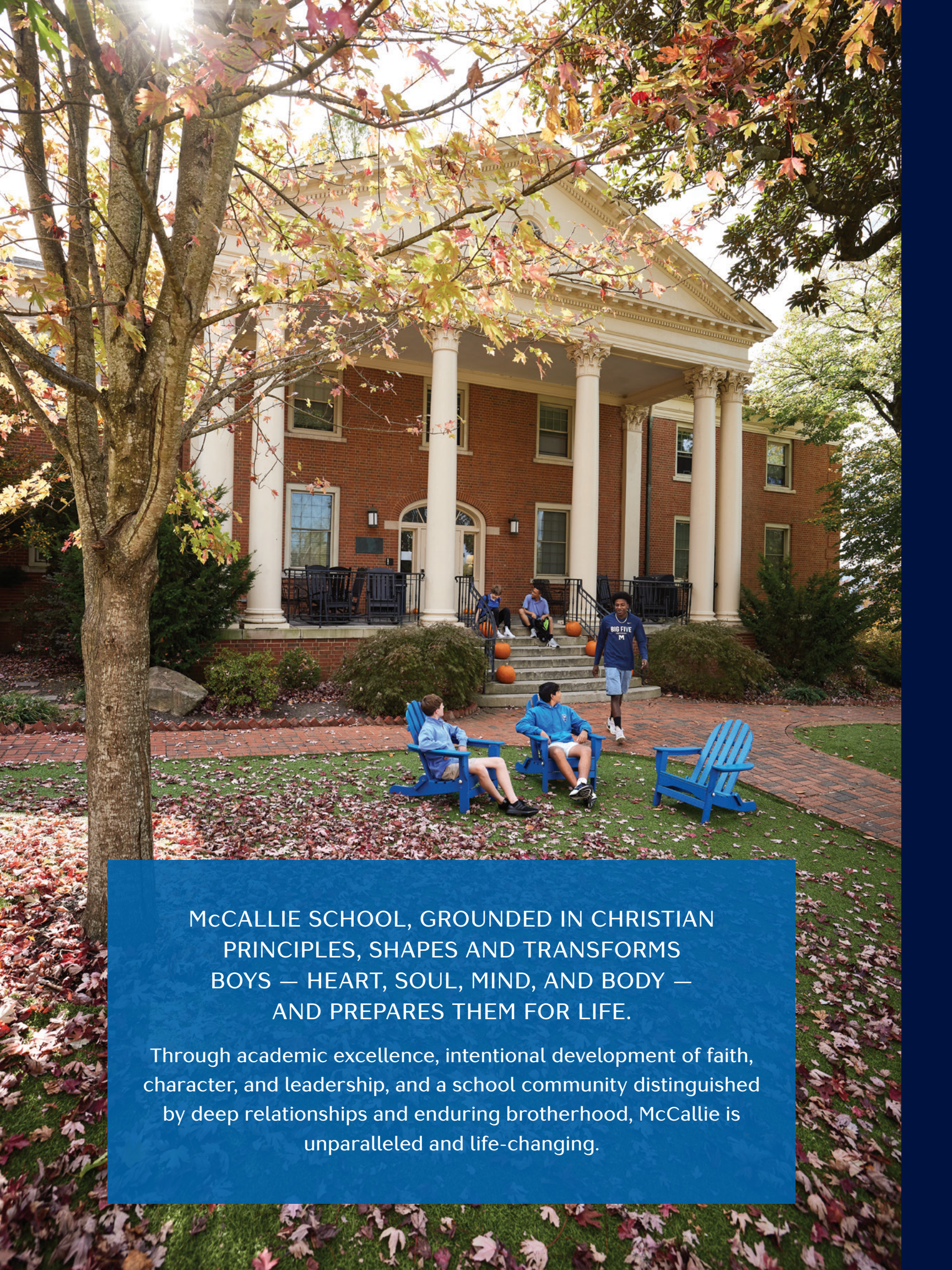


MCCALLIE



FOR BOYS, FOR MEN— *for life*

A VISION AND STRATEGIC PLAN



McCALLIE SCHOOL, GROUNDED IN CHRISTIAN
PRINCIPLES, SHAPES AND TRANSFORMS
BOYS — HEART, SOUL, MIND, AND BODY —
AND PREPARES THEM FOR LIFE.

Through academic excellence, intentional development of faith, character, and leadership, and a school community distinguished by deep relationships and enduring brotherhood, McCallie is unparalleled and life-changing.



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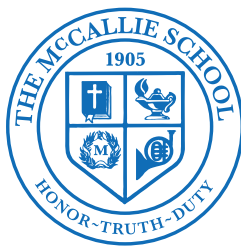
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HONOR • TRUTH • DUTY

McCALLIE





MESSAGE FROM THE BOARD CHAIRMAN AND HEAD OF SCHOOL

Dear McCallie Community,

We believe it wise and helpful, at opportune seasons in the life of McCallie, to ponder, in a deep and comprehensive way, our future as a school and to craft a vision and plan to guide, shape, and strengthen our future.

For the last 18 months, the Board of Trustees has designed and executed a comprehensive planning process. We are fortunate to have undertaken that process from a position of strength, momentum, and trust stemming from a clarity of mission and enduring values that have long undergirded McCallie. The charge was not to reinvent McCallie, but to find ways to give expression to our mission and values in a dynamic world so that future generations of boys will experience the best of McCallie in ways that both bring out their own best and cause them to flourish with and for others.

The planning process engaged hundreds of McCallie constituents from all stakeholder groups—faculty and staff, alumni, parents, students, and other friends of the school. Their experiences, expertise, and love for McCallie helped us develop an ambitious vision and plan worthy of McCallie. We believe it represents a collective and shared vision for the broad McCallie community.

On behalf of the Board of Trustees, we are delighted and proud to share with you this vision and plan, entitled McCallie: For Boys, For Men—For Life. The plan will guide McCallie for the upcoming years and shape and strengthen our school for generations to come.

Executing the plan will take place over many years. Some parts of it can begin in the near term, while others will be in the intermediate term, or even long term. Elements of the plan hinge on securing significant philanthropic support and on careful sequencing. Regardless of how long it takes to implement the fullness of the plan, we believe it is a powerful vision and plan that will shape and strengthen McCallie for decades. And we believe that the McCallie community will link arms to achieve it.

We hope you are inspired and excited by this vision and plan.

On McCallie, and Onward McCallie.



Lee Burns '87
Head of School



Gary Welch '87
Chairman, Board of Trustees

PREAMBLE

Connecting Our Founding and Our Future

In the spring of 1905, brothers Park and Spencer McCallie wrote their father, the Reverend Thomas Hooke McCallie, to seek his counsel, support, and resources for their bold idea to found a school in Chattanooga.

Living on a family farm—a former battlefield on the slopes of a ridge—the McCallie family embarked on a new mission: the founding and sustaining of a school whose “aim would be the glory of God in Christ” as it provided an education to boys that would prepare them to thrive and lead in college and life.

In the coming months and years, their pioneering spirit, hard work, and passion would transform the family farm into a school that would provide an expansive type of

education: the holistic formation of a boy’s heart, soul, mind, and body. The sacrifices of the battlefield would be changed, too, as boys would sweat and strive for new ideals and principles—including and especially for honor, truth, and duty and to glorify and to enjoy God. The steep terrain of Missionary Ridge would be a constant reminder that the journey forward, toward a flourishing manhood, toward serving God and others, is hard and challenging yet adventurous and fulfilling. And that McCallie was founded by a family would infuse into our DNA the powerful and enduring notion of family and brotherhood that loves, supports, and serves one another.

From our founding and throughout all of our storied history, certain themes have run as throughlines and animating ideas that have shaped McCallie. McCallie takes an expansive view of education, seeking to form the whole boy and to shape him for his whole life. That formation and shaping is transformational to a boy’s character, faith, intellect, purpose, opportunities, and life trajectory. McCallie changes boys and changes lives. Our alumni, in turn, lead lives that serve, benefit, and transform for the better other people and places all over the world. This plan captures that expansive and transformational essence of McCallie. It builds on our bedrock, while at the same time looking and leaning forward into the future to extend our distinct mission and the long blue line of McCallie men who have served, shaped, and led in our society and world as men of honor, truth, and duty.



Spencer and Park McCallie, founders and co-headmasters.



1952



2023

Mission

Foundational to our future and plan is an updated mission statement. While the wording of the mission statement is new, its ideas and principles are not; they are enduring throughlines of our past, present, and future. The mission statement articulates our unique institutional identity and purpose, our holistic, transformational approach to forming boys, the faith and character that informs and animates our work, a vision of a McCallie graduate, and our commitment to being a companion and resource to McCallie graduates throughout their lives. Below is the updated mission statement adopted by the Board of Trustees.

McCallie School, grounded in Christian principles, shapes and transforms boys—heart, soul, mind and body—and prepares them for life. Through academic excellence, intentional development of faith, character, and leadership, and a school community distinguished by deep relationships and enduring brotherhood, McCallie is unparalleled and life-changing.

Remaining true to its foundational commitments to:

- all-boys education
- comprehensive boarding and day programs
- Christianity and Judeo-Christian heritage while welcoming and respecting boys of different faith traditions
- the ideals of Honor, Truth, and Duty,

McCallie is a companion and resource to boys in their journey to manhood and throughout their lives.

Young men graduate from McCallie equipped and inspired to:

- understand themselves, the world, and their duties to others
- pursue meaningful relationships with a spirit of curiosity, respect, and empathy
- build lives of purpose, impact, and service
- flourish in school, work, and life
- glorify and enjoy God forever

McCallie is for boys, for men—for life.

Building on our Bedrock

This plan is built on McCallie bedrock that has undergirded and sustained McCallie since our founding. This includes the centrality of faith, character, relationships, high standards, and excellence. They inform how we seek to mentor, educate, and walk with boys; how we encourage and foster the development of faith and character; how we create brotherhood and community; how we challenge boys



to think deeply and critically; and how we push them to internalize high standards and work hard.

Our motto—man's Chief end is to glorify God and to enjoy Him forever—was adopted shortly after our founding and remains foundational. Among other things, it offers an orientation, clarity, purpose, and path to our students and alumni as they wrestle with important decisions about themselves and their lives. It also reminds our students that they are participating in good work that is bigger than any one of us.

In similar ways, our ideals of honor, truth, and duty continue to anchor our school community. It is vital that our boys learn to do the right thing even when it is difficult; that they are truthful in a society of rampant dishonesty; that they seek the Truth—about God, the world, and themselves—amidst clutter, confusion and propaganda; and that they grasp and embrace their duties—to God, to one another, to their school, and to their city and world.

We note that our commitment to our identity as a Christian school, our motto, our ideals of honor, truth, and duty, and serving only boys run counter to our society and culture and can be confusing or contentious. We believe, however, that these distinctive elements are strengths which benefit our students and the larger world.

Forward-leaning for the Future

While the foundational and unchanging elements about McCallie are significant, also important are a consideration of and responsiveness to what is dynamic and different. McCallie must be a careful student of the world—a world that is fluid, interconnected, and diverse...a world of both promise and peril, new possibilities and potential paths. We must have a growth mindset and be nimble and flexible. We must be bold, innovative, and even entrepreneurial in

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curriculum, programs, and approaches. Doing exactly what we have done before will not prepare our boys to thrive and lead in the world they are inheriting.

We also developed this plan cognizant of the challenges that adolescent boys are facing, especially alarming rates of anxiety, depression, and confusion about what it means to be a man. Boys and men are, in many senses, adrift and floundering, and McCallie has a powerful opportunity to inspire boys and men, point them to a vision of healthy and wholesome manhood, and help them to be their best selves.

In a world of both more connection and isolation than before, the power and value of community are vital. We want to be a school in which each boy can be authentic, known, and loved, in which he belongs, and in which he can grow into his best and fullest potential. We seek to build community in a society and world that is increasingly diverse and divisive, but we recognize the strengths that our differences bring as well as the important learning and life skills that we gain in a diverse community as we listen to and learn from each other. We recognize the Biblical charge to love one another and to extend grace and kindness, and we know the individual and collective value of living within a faith community that strives to live out these principles.

Finally, we developed our plan mindful of current and potential partnerships, including with an eye to further enriching our long-standing relationship with Girls Preparatory School (GPS). We are committed as well to deepening our connections to alumni and parents and finding new ways to leverage the impact they may have in further strengthening McCallie.

By building on our clarity of mission and bedrock principles while embracing a growth mindset in a dynamic world, the plan thoughtfully balances tradition and

innovation. It is a plan unique to McCallie, and it positions McCallie as one of the country's outstanding secondary schools and a leader in the world in understanding and educating boys.

Timing, Phases and Implementation

The vision and plan will be implemented and achieved over many years. Some components can begin relatively soon, while others require additional planning and resources. In some cases, many millions of dollars must be secured to move forward, especially for new and renovated buildings. A certain sequence must be followed for some of those buildings. A campus master plan was developed during this planning process. It prescribes sequences, phases, and locations for buildings, fields, and roads for many decades to follow. An appendix to this plan contains more detailed information about the campus master plan and potential phases.

The time horizon for achieving all the elements in that campus master plan is longer than the customary length of a strategic plan. Nonetheless, we incorporated that longer term master plan into this vision and plan, as it gives us a bold and aspirational target to begin working toward. The timing of realizing the fullness of the vision and plan hinges in large part on the timing of securing the necessary philanthropic support.

Six pillars undergird the strategic plan. They are:

- academic curriculum and programs
- investing in people
- beyond the classroom
- faith and character
- our community
- sustainability, stewardship, and strength

The plan advances our mission, shares our values, and serves our community.

Many aspects of implementing and managing the plan reside primarily with the administration, while others the Board of Trustees more predominantly owns. Fortunately, McCallie is blessed with both a strong Board and administration that work in close and supportive partnership with each other. The plan delineates some of the anticipated key action steps or tactics, with the caveat that they could be adjusted as time and circumstances evolve and warrant. Of course, the school will maintain a flexibility in strategy, tactics, and implementation and recognizes that unforeseen challenges and opportunities may emerge that would be addressed.

Finally, we are blessed with a strong community of alumni, parents, and friends who love and believe in McCallie and who can link arms to help us move forward to achieve this exciting vision and plan.



PILLAR 1

ACADEMIC CURRICULUM AND PROGRAMS

Throughout our history, McCallie has offered a rigorous academic program and environment for boys to develop skills, knowledge, and habits that will enrich their minds and intellectual acumen and prepare them for success in college and careers.

While many aspects of our curriculum and academic programs remain vital and relevant, there are many new challenges and changes in the world. The knowledge, skills, habits, and mindsets needed to thrive and lead in schools, careers, and communities are changing, often rapidly. Powerful new tools and platforms, including artificial intelligence, as well as advances in STEM and opportunities and expectations for customization, are transforming the nature and possibilities of learning and schools. We must design relevant, world-class learning experiences inside and beyond the traditional classroom. Additionally, as we deliver an education that is expansive and holistic, we can teach and train McCallie students with a variety of life skills, as well as the philosophy and practice of leadership. Delivering this broad education necessitates blue-sky thinking about where and how learning can occur, including in a unique, transformative experience in Montana, and it requires new facilities to support and empower this learning.



STRATEGIC OBJECTIVE: Broaden the curricular portfolio and programs to include more innovative and flexible learning experiences with a greater emphasis on projects, electives, independent and experiential learning, and other skills deemed necessary to flourish in college and beyond.

Some of the anticipated action steps may include the following:

- Study and update the school-wide Habits of Mind framework that provides structure, goals, and cohesion to the overall academic program.
- Analyze current course offerings, graduation requirements, and daily schedule and make changes, deletions, and additions to align with new initiatives in the strategic plan.
- Add more STEM classes and learning opportunities with two paths: one with a heavy math basis and the other that is lighter in its math foundation.
- Study ways to integrate and to enhance the humanities in ways that help boys think critically and empathetically.
- Appoint a director to focus on developing and managing new curricular initiatives and networks, especially with research, independent study, and entrepreneurialism.
- Expand the opportunities for students to network with and be mentored by alumni and others with expertise in their disciplines and fields.
- Engage in on-going conversations with higher education administrators and professionals in a variety of fields to assure that the school is well-informed about current and emerging skills most needed to thrive in college and career.





The knowledge, skills, habits, and mindsets needed to thrive and lead in schools, careers, and communities are changing, often rapidly. We must design relevant, world-class learning experiences inside and beyond the traditional classroom.

STRATEGIC OBJECTIVE: Design, incorporate, and prioritize in the curriculum the development of key life skills, including executive functioning, time management, financial literacy, citizenship, social media management and digital citizenship, relationships with girls and women, and social and emotional intelligence.

Some of the anticipated action steps may include the following:

- Develop scope and sequence of key life skills mapped over the span of a McCallie education.
- Seek to provide an opportunity for each student to take at least one coed class with GPS students before he graduates.
- Revamp the advisor program and grade level class meetings to allow for a comprehensive focus on life skills.
- Enhance the cross-cultural competencies of our students by giving them more opportunities to learn about different countries, cultures, backgrounds, and worldviews.
- Provide students with more time and a charge to understand the world around them, its challenges and opportunities, and how they can engage in service to it.
- Facilitate and support students in building networks of connections, mentors, and opportunities for their personal, educational, and career growth.

PILLAR 1: ACADEMIC CURRICULUM AND PROGRAMS

STRATEGIC OBJECTIVE: Establish a Leadership Department that develops classes, programs, and experiences to teach boys the philosophy and practice of leadership and that gives them actual opportunities to lead.

Some of the anticipated action steps may include the following:

- Define what we mean by “leadership,” with a foundation on service, and how we will teach it.
- Develop leadership classes, modules, and experiences.
- Provide a multi-week, deep-dive leadership experience that challenges boys, as well as the class as a whole, to reflect, grow, and lead amidst the beauty, ruggedness, and history of the mountains and rivers of Montana.
- Expand the number of leadership opportunities available for students.
- Explore creating a multi-year leadership program that students could choose to take as a deep enrichment experience.

STRATEGIC OBJECTIVE: Build, in two phases, a new upper school academic building for humanities, including fine arts, that empowers and supports emerging and future curricular opportunities and priorities.

Some of the anticipated action steps may include the following:

- Design and construct a building that supports current and emerging approaches to teaching and learning and that is flexible to adapt to future changes.
- Design and construct a building that promotes collaboration and relationship-building, including with spaces that pull people and ideas together.

This new humanities building, including fine arts, will provide generous daylighting and views to the campus and city beyond while providing state-of-the-art educational spaces designed to reflect current teaching pedagogies. Outside the classrooms, there will be ample spaces for students to collaborate, study, innovate, and engage with faculty.







PILLAR 2

INVESTING IN PEOPLE

For all of McCallie's strengths, people are the heart and soul of the school, and strategically investing in them is essential.

Especially formative are the men and women who teach, mentor, coach, counsel, and advise. With a deep understanding of boys and commitment to our mission, they inspire, change, and transform lives as they guide boys on their journey to manhood. We must honor and value them for their noble work, retain them, assure that they are at their best personally and professionally, compensate them fairly and well, and give them opportunities for growth and leadership.

The boys need our faculty and staff to guide them more than ever, as the challenges boys face are mounting and daunting. Boys in our society today face distressing amounts of anxiety, depression, and confusion about masculinity and manhood, in addition to the normal challenges of adolescence. They would benefit enormously from a comprehensive curriculum and consolidated approach to their wellness and mental health as they navigate the struggles of adolescence and seek a life of purpose, wellness, integration, and balance.

STRATEGIC OBJECTIVE: Invest in faculty and staff (and their families) to ensure they are valued, well and fairly compensated, growing professionally, and lead rewarding lives of wellness and balance so they can be at their best as they educate and mentor the boys of McCallie.

Some of the anticipated action steps may include the following:

- Increase the emphasis on the health, wellness, and balance in the lives of faculty and staff, including by providing more time and resources for reflection and renewal, as well as support for their personal and family commitments.

- Expand our Employee Assistance Program to cover a larger percentage of counseling costs.
- Conduct a workload study and make adjustments to ensure that each faculty and staff member has a reasonable and sustainable set of duties and is fairly compensated.
- Assess and adjust staffing needs to accommodate the recent and future projected growth of the boarding population.
- Maintain or enhance our position of our salaries being in the 75th-90th percentile as compared to NAIS schools. Ensure that every five-year cohort group falls in that range.



A faculty member visits France during his summer travels.



- Develop an emerging leaders program for faculty and staff who aspire to leadership positions at McCallie or another school, and provide more leadership roles for faculty, as well as additional opportunities for faculty to engage with the administration.
- Provide robust professional development opportunities, and increase the funding for more summer renewal grants and faculty wellness weeks.
- Recruit mission-fit faculty and staff, and help them grow professionally and maintain alignment with the school's mission, values, emerging programs and pedagogy, and commitment to excellence through a regular and thorough evaluation process.
- Provide faculty and staff with the training, time, and tools to develop new approaches and skills to promote the initiatives and objectives of this strategic plan.

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STRATEGIC OBJECTIVE: Create a comprehensive wellness program with a 6th–12th grade curriculum and with student support and wellness services consolidated in a wellness/student services center situated in the heart of the campus.

Some of the anticipated action steps may include the following:

- Develop a scope and sequence for a wellness and health curriculum that encompasses the full extent of a boy's McCallie career.
- Build into the student schedule blocks and times for rest, reflection, and renewal, and teach students the necessity and value of these and other wellness disciplines.
- Provide more professional training for the faculty and staff concerning wellness and comprehensive health for adolescents.
- Continue to require that every boy must meet with a counselor at least once.
- Equip the Counseling Center with the appropriate resources to address the increasing range of issues adolescent boys are facing.
- Hire an additional full-time counselor.
- Develop community partnerships with wellness and mental health experts who can support the school's balance, wellness, and mental health initiatives.
- Design and construct a Student Wellness and Support Center that integrates the following services and opportunities: Counseling, Student Health Services, student organizations, College Counseling, Campus Store, and student hang-out/relationship space.



A new Student Support & Wellness Center, constructed at the current site of Belk Dorm, is centrally located to offer middle and upper school students with a variety of services previously found in multiple buildings throughout campus. The building will house the counseling center, student health services, college counseling, campus store, snack/coffee bar, post office, health/wellness classroom, club space, and a student commons.







PILLAR 3

BEYOND THE CLASSROOM

Robust activities both within and beyond the traditional classroom have long contributed to the overall development of McCallie boys, and we continue our commitment to vibrant extracurricular activities for boys to pursue, develop, and deepen passions.

As we seek excellence in every aspect of McCallie and balance among our overall programs, we will enhance the fine arts program, giving boys fuller opportunities and expanded facilities. We will also create more opportunities for boys to participate in athletic teams and experiences and lifetime fitness, enabled by a new field house.

STRATEGIC OBJECTIVE: Enhance the fine arts program, including expanded spaces for instruction and performance. Create a state-of-the-art Fine Arts Center through a new facility connected to a new upper school humanities building, as well as a renovation and addition to the chapel.

Some of the anticipated action steps may include the following:

- Raise the visibility and emphasis on the fine arts, including through dynamic leadership, increased resources, and communication.
- Seek ways to incorporate more art, design, and creativity into various aspects of the broader curriculum.
- Design and construct a new Fine Arts Center that would house studios; classrooms; rehearsal and performance areas; the Center for Animation, Video and Entertainment; offices; and other areas deemed necessary to an outstanding facility and program.
- Renovate the existing chapel for musical, theatrical, and other performances and fine arts purposes.
- Build an addition onto the south end of the chapel as a front entrance from the quadrangle into the repurposed and renovated fine arts facility.



In addition to the construction of a new fine arts facility as part of the new humanities building, the current chapel will be converted into a fine arts performance center. Larger performances may be held in the new chapel.

PILLAR 3: BEYOND THE CLASSROOM

STRATEGIC OBJECTIVE: Provide more opportunities for lifetime fitness, physical training, and team athletic experiences, including for boys who may not be able to earn a spot on a high level athletic team at McCallie with limited roster spaces. Build an athletic field house adjacent to Spears Stadium and the Sports and Activities Center (SAC) to enable this program growth.

Some of the anticipated action steps may include the following:

- Continue to support and expand the number of varsity sports, and seek to keep as many boys on a team as is reasonably possible.
- Invest resources in areas that will benefit all athletes, including nutrition and sports psychology/mindset training.
- Offer some sports, or sports experiences/modules, in an “off-season” time from its traditional time frame, and develop a high caliber, high energy intramural sports program.

- Provide more athletic-adjacent opportunities, such as sports information, video production, broadcasting, branding, and marketing.
- Ensure that every boy, whether on an athletic team or not, has regular access to a strength/fitness/training room/program, as well as vibrant offerings in Crossfit, Yoga, Pilates, and other such activities that promote fitness.
- Increase the number of indoor and outdoor athletic fields and spaces that can be used for athletic and physical fitness activities.
- Design and construct an athletic field house with the following elements: an indoor turf field for multiple team use; lifetime fitness spaces; strength and conditioning spaces; training room; locker rooms; and community/event spaces.



Connected to Spears Stadium, a new field house is carefully positioned to serve several roles. It will house a large lifetime fitness space, turf practice field, spaces for weights and cardio workouts, training room, golf simulation space, fitness classroom, and locker rooms. Additionally it will serve a dual function with the restroom facilities also serving Spears Stadium, a small area/opening for concessions, and also host special events.





PILLAR 4

FAITH AND CHARACTER

McCallie remains committed to the importance of faith and character and therefore takes an expansive and transformational approach to education.

How we seek to mentor, educate, and walk with boys and men flows from our enduring commitment to our identity as a Christian school that seeks to love all individuals, each of whom was created in the image of God, who calls us to love our neighbors as ourselves. Concerned with the spiritual development of our boys, we can and should challenge and encourage them to contemplate their relationship and duties to God and others, as well as their identity, purpose, and worldview.

This same commitment to faith and character drives our desire to build community in which everyone is treated with kindness, dignity, and respect and in which we listen to and learn from one another, including from those with different backgrounds and beliefs. Every boy should experience the best of McCallie, including its deep brotherhood and community characterized both by diversity and unity.

STRATEGIC OBJECTIVE: Continue to build on the strong foundation of faith and character, especially our motto and ideals of Honor, Truth, and Duty, and develop a Habits of Heart framework from which more intentional expression of such values can be advanced.

Some of the anticipated action steps may include the following:

- Give greater emphasis to the importance of honesty and the honor code, including through the deeper engagement of the Senate with the student body and the overall strengthening of the Senate.
- Articulate what McCallie means (and does not mean) by the word “Christian” as a foundational element of the school.

- Require that 8th and 12th graders undertake a process that incorporates a service component and a reflection on their lives that culminates with a paper or project they produce to articulate their purpose and worldview (which may or may not include a faith perspective).
- Continue to provide multiple ways for students to learn the stories, teachings, and key messages of the Old and New Testaments and to experience a community grounded in the Christian faith and Judeo-Christian tradition.
- Continue to warmly welcome and demonstrate respect for boys and families of other faith traditions (and no faith tradition), continue to refrain from proselytizing or taking positions on narrow doctrinal issues, and encourage the spiritual growth of all students.
- Explore ways in which we could encourage students to connect and integrate faith and character into their classes/academic disciplines, their lives and their relationships, and the challenges facing society and our world.
- Create a Habits of Heart framework, similar to our Habits of Mind framework, that can help guide and structure how we can foster the values and characteristics we aspire for McCallie men to develop.





MAN'S CHIEF END IS TO GLORIFY GOD AND TO ENJOY HIM FOREVER

Chief end
is to
Glorify God
and to
Enjoy Him
Forever



STRATEGIC OBJECTIVE: Build an ever-stronger community in which every boy is known and loved as a child of God, feels that he belongs, and has meaningful opportunities to grow spiritually as part of a school grounded in faith. Construct, in the center of campus, a new chapel that can hold the entire student body for regular chapel and other community gatherings.

Some of the anticipated action steps may include the following:

- Continue to discuss, promote, and require every student to sign the Foundational Principles of Our Community document that articulates, among other things, how we treat and respect each other and the school community.
- Grow the impact of the Council for Community and Brotherhood.
- Promote the value of listening and learning to those from diverse backgrounds, as well as the strength that such differences bring to our school community.

- Ensure that multiple viewpoints and backgrounds are represented in our curriculum, programs, people, and communication.
- Hold more class retreats, especially those that will more deeply connect boarding and day students.
- Provide programs, speakers, and organic ways for students to see how faith can inform and inspire different elements of their lives.
- Design and construct a new chapel, in the center of campus, in which the entire student body and faculty can gather for regular chapel and other community events.

How we seek to mentor, educate, and walk with boys and men flows from our enduring commitment to our identity as a Christian school that seeks to love all individuals, each of whom was created in the image of God, who calls us to love our neighbors as ourselves.



At the heart of McCallie's growing campus, a new chapel is built as the central and focal building. With its prominent location and architecture, it embodies McCallie's motto, "Man's chief end is to glorify God and enjoy Him forever." Seating 1,200, this new chapel serves the school not only as a spiritual space, but allows the ability to seat the entire student body for chapel, convocation, special events and performances, and community gatherings.



PILLAR 5

OUR COMMUNITY

The formation of a boy's heart, soul, mind, and body occur within community and relationships.

The community and relationships establish culture and values and impact the experience and learning of every boy. Therefore, the McCallie community should be carefully planned and constructed. McCallie seeks a school community that is large enough to offer an abundance of programs and experiences, but small enough for every boy to be known, nurtured, and loved. We desire a community of many different talents, backgrounds, and experiences, but with an overall unity and common spirit.

The McCallie community extends beyond the students currently enrolled and encompasses parents as partners to the faculty, staff, and administration. We aim to be a lifelong resource and companion to boys throughout their lives, even beginning our relationships with campers as young as age five. McCallie, truly, is for life. Finally, we recognize the benefits of relationships and partnerships with other organizations and institutions, most notable with our sister school, Girls Preparatory School (GPS).

STRATEGIC OBJECTIVE: Rebalance the student body demography to optimize the sense of community, talent, and efficiency with 550-600 day students and 400-450 boarding students, with an overall student body of 950-1,000 students. Construct two new dorms.

Some of the anticipated action steps may include the following:

- Continue to enroll talented, mission-fit boys from diverse backgrounds.
- Increase the number of Michaels-Dickson Scholars to 125 students to enroll some of the most talented, high-character boys with outstanding leadership potential from around the country.
- Grow tuition assistance to keep McCallie affordable and accessible to mission-fit, bright boys of good character.
- Shift more marketing and admission efforts to attracting and enrolling boarding students, and continue the steady process over multiple years of growing the number of boarding students.
- Construct, in two phases, two new dorms to the south of Pressly and Burns dorms.

Through new construction, we add 190 new beds, while taking 68 beds away as Belk and the older wing of Founder's Hall are demolished. This will provide a net gain of 122 beds. The courtyard configuration further establishes this new living community as a friendly residential sector of campus. Each dorm will accommodate 95 students while also providing common amenities to both buildings as well as exterior, landscaped gathering spaces.





PILLAR 5: OUR COMMUNITY



We desire a community of many different talents, backgrounds and experiences, but with an overall unity and common spirit.



STRATEGIC OBJECTIVE: Strengthen connections throughout the long blue line of the extended McCallie community, starting with campers as young as five extending through alumni to age 100+; current parents and parents of alumni; Girls Preparatory School (GPS); and local Chattanooga organizations, groups, and neighborhoods.

Some of the anticipated action steps may include the following:

- Create new ways for alumni to connect with, benefit from, and give back to McCallie throughout their entire lifetimes, including through mentoring, networking, and on-going learning.
- Strengthen further our excellent and enduring relationship with GPS.
- Infuse more deeply into our summer programs the values and value of McCallie, including as a springboard to attract even more inquiries and applications.
- Point our students to the needs and opportunities to serve the communities beyond the campus, and help them to see their duties to serve and the fulfillment that comes with their service.
- Establish and deepen relationships and partnerships with organizations, groups, and neighborhoods that our students and school can serve as well as benefit from.
- Engage more robustly with our parents in the life of the school, including communicating better at the individual and collective levels.





PILLAR 6

SUSTAINABILITY, STEWARDSHIP, AND STRENGTH

The history and story of McCallie are inextricably tied to land and place, especially to transforming and redeeming the land from one use (battlefield and farm) to a new use (school).

The charge now is to steward the land and campus for the upcoming generations. This stewardship includes developing a campus to meet future needs of the school while implementing environmentally sustainable practices.

The growth of McCallie also requires vigorous stewardship of our mission and legacy as we pursue a bold vision for the upcoming years and decades. Significant philanthropic support and thoughtful financial stewardship are vital to enable the school to achieve our vision and strategic plan.

STRATEGIC OBJECTIVE: Plan and build for the upcoming decades with facilities and a campus that are environmentally sustainable and affordable and with sufficient land to allow for future growth and flexibility. Grow the endowment and annual financial support to necessary levels for a school of McCallie's excellence and ambition.

Some of the anticipated action steps may include the following:

- Develop and adopt a campus master plan that properly positions buildings and fields for the upcoming generations and supports and empowers the current and emerging programs of the school, leverages our unique location and topography, stewards the natural environment, and conveys our identity, traditions, and values.
- Develop, implement, and monitor a sustainability plan, with baseline data and a feasibility study, that engages the Board, administration, faculty and staff, and students.

- Grow the endowment to at least \$250 million in the upcoming years, especially through the expansion of the Founders' Club and Benefactors Society.
- Increase annual giving to The Honor Fund, particularly with a higher percentage of participation by our alumni, to support the operational initiatives of the strategic plan.
- Plan and execute a capital campaign or series of capital fundraising in the upcoming years to achieve the capital elements of this strategic plan.

STRATEGIC OBJECTIVE: Steward with vigor and care the remarkable legacy of values, principles, people, and place that have allowed the current generation of leaders to set such ambitious plans.

Some of the anticipated action steps may include the following:

- Tell our founding story on a regular basis to the McCallie community.
- Hire mission-appropriate administrators, faculty, and staff who have a deep passion for the values and ideals of McCallie and who will embody, protect, and advance them.
- Continue with the practice of having a Board that deeply understands McCallie, guards and advances its mission and values, and stewards and supports that mission for future generations of McCallie boys.
- Stay focused on mission and values, despite the inevitable distractions and pressures to the contrary.

APPENDIX 1

PROJECTED PHASES OF THE CAMPUS MASTER PLAN

The vision and strategic plan incorporates a comprehensive, long term vision of the campus for many decades and generations to follow.

It delineates the facilities and fields that are necessary to support and empower the vision and plan, as well as where they should be located, along with other elements of the campus, including roads, walkways, parking, access, and other infrastructure.

The timing and sequence of achieving the campus master plan will take many years and longer than the normal time horizon of a strategic plan. It hinges on several factors, including securing philanthropic support for each element. In some cases, a particular sequence of construction or renovation must be followed, while other projects are not bound to follow another project of the plan. In all cases, the Board of Trustees at the time will approve and oversee the implementation of the campus master plan and construction projects.

That said, below are the anticipated phases or sequences for the construction, renovation, or demolition of key components of the campus master plan.

NEW HUMANITIES BUILDING FOR THE UPPER SCHOOL

The construction of a new academic building for the upper school is urgent and of the highest priority. The building would house our humanities departments, including fine arts, not currently in Walker Hall.

The building will run south to north from the location of the current Health Center on the south to the north end of the existing Maclellan Academic building. It must be constructed in two phases, starting with the south building, then later the north building. Upper school classes will continue to be held in Maclellan Academic building and Hunter Fine Arts building during

the construction of the south building. After the south building is finished, Maclellan Academic building can be demolished, and the north academic building (which will house fine arts) can be constructed in a later phase. The north building and south building will be connected and thus there will eventually be one humanities building. After the north building is constructed, Hunter Fine Arts building can be demolished.

Prior to and during the construction of the south building, the Health Center and components housed in the former Maclellan dorm would be relocated, as those two facilities are demolished.

Constructing the south building of the new academic building is projected to be a phase one project. Constructing and connecting the north academic building (fine arts) is projected to be a phase two project.

NEW DORMITORIES

Two new dormitories are necessary to grow the boarding enrollment to its maximum target of 450. That growth will be gradual over many years, though even beginning that gradual growth depends first on the construction of the first additional dorm, as we are currently at boarding capacity.

The two new dorms will be located to the south of Pressly and Burns dorms, creating a residential quadrangle and sector. Both will house approximately 100 students and six faculty families, being the approximate size of Hutcheson Dorm. Adding 200 beds allows for the eventual demolition of Belk dorm and use of that key site for another purpose, as well as not using Founder's as a dorm anymore. Both Belk and Founder's are very old and not well-suited long term to house students.

Building the first of the two new dorms is critical and projected to be in phase one. The second new dorm would likely be in either phase two or three.



NORTH CAMPUS AERIAL FROM MCCALLIE AVE

The timing and sequence of achieving the campus master plan will take many years and longer than the normal time horizon of a strategic plan. It hinges on several factors, including securing the philanthropic support for each element.



NEW CAMPUS GREEN As one approaches the round-about, a large terraced campus green unfolds with axial views focused up to the dining hall. It is framed by the Middle School on the north and new chapel on the south.

STUDENT WELLNESS AND SUPPORT CENTER

Student wellness and support will be greatly enhanced by growing and consolidating such services at a key location in the heart of the campus. That location is where Belk dorm currently sits. Belk dorm will be demolished after the first new dormitory is completed. Then the Wellness and Student Support Center can be constructed. The new center cannot be constructed any sooner than phase two, and it is projected to be built in that phase.

CHAPEL

The current chapel was built in 1955 for a much smaller school and does not fit the entire student body. Situated on the northernmost edge of the campus, its location is growing marginalized as the campus expands to the south.

A new chapel to house the entire student body for chapel, as well as for other gatherings and events, will be constructed near the center of the campus at the current location of the tennis courts and indoor golf center. New tennis courts would be constructed on the south side of the Strang-Voges indoor center, and the golf component would be an element in a new field house.

The chapel could be constructed in most any phase, though it is projected to be in phase two. The sooner the new chapel is constructed, the sooner the existing chapel can be repurposed for fine arts.

FINE ARTS

Our facilities for the fine arts are scattered throughout the campus and fall short of the high standards of excellence we strive to offer. It is vital that we upgrade these facilities to better serve our boys as they gain valuable skills and experiences in a wide range of vibrant fine arts programs and pursue passions.

A new fine arts building (the north building) will be constructed as part of and connected to the new upper school humanities building. The fine arts building will be in the approximate location of the current Maclellan Academic building, which would be demolished first after the new humanities building (the south building) has been completed. It is anticipated that this building will be constructed in phase two. Additionally, the current chapel will be renovated for fine arts purposes, especially performances, though that renovation, as well as a new entrance at the south end facing the quadrangle, cannot

begin until a new chapel is constructed. That renovation and construction is anticipated to be in phase three. These new fine arts facilities will include the components currently housed in Ridgedale and Hunter, both of which will be demolished.

ATHLETIC FIELD HOUSE

A new athletic field house supports the capacity to provide more boys an opportunity to train, condition, develop lifetime fitness, and participate on teams and athletic experiences. All students and multiple teams would have opportunities to utilize the workout facilities and turf field, and it would also be a heavily used event space for the overall community.

The field house would be constructed on Landress Field, behind and connected to Spears Stadium. Since it does not displace an existing program or building, it could be constructed in any phase. Given that nearly every student participates in athletics or physical fitness and could use the field house, it is projected to be in phase two, though potentially phase one.

SOCCER FIELD AND TRACK

The current soccer field struggles with drainage problems and is located at the ideal site for a much needed, large parking lot. Our current track is only six lanes, less than best-in-class eight lane tracks. It is common to build tracks around fields, including ones for soccer. The new soccer field and track will be located toward the south end of campus.

OTHER COMPONENTS

Roads, parking, and infrastructure will also be addressed throughout the implementation of the campus master plan. The growing campus still reserves spaces that could be used for other facilities and purposes envisioned in the future.

APPENDIX 2

LIST OF TEAMS AND ADVISORS

STRATEGIC PLANNING COMMITTEE

Jim Burns '89, Co-Chair
Ben Brock '89, Co-Chair

Carter Newbold '84
Skip Brock '68
Graeme Keith '04
Jay Keras '97
Colin Provine '88
Jack Webb '75
Gary Welch '87
Thomas Hayes '88
Lee Burns '87



TEAMS (TRENDS FOR EXPERT ANALYSIS FOR MCCALLIE STRATEGY) MEMBERS

Wellness and Mental Health

David Bruce
Joel Coffman
Damon Darsey '97
Gena Ellis
John Fogarty '06
Chip Harris '92
Jay Wellons III '87
Tom Langston '82
David Magee
Jack McCallie '75
Cindy McCroskey
Trey Tucker '98

Higher Education: Skills Needed to Thrive

David Bowman '15
Joe Crespino '90
Brent Johnson '91
Ryan McGregor '16
Sal Musumeci
Tyler Richard '10
Duke Richey '86
Reeves Skeen '02
Douglass Sullivan-Gonzalez '75

Teaching Leadership

Lewis Collins '84
Andrew Exum '96
John Harris '08
Hank Hopping

Ryan Hutcheson '92
Scotty Jones
Scott McLeod '82
Katie Post
Wes Stowers '72
JT Wu '12

Fine Arts and Creativity

Steve Blankenship '92
Kim Busby
Eric Dozier '87
Will Givens
James Harr '92
Scott Langley '68
Eun-Kyung Lee
Suzanne Mortimer
Lina Naik

Ted Raynor
Diane Restaino
Tim Smith '85
Jeff Whetstone '86

STEM

Caleb Bagby
Melanie Blake
Percy Carter '88
Wear Culvahouse '72
Mac Fisher '73
Peter Griffith '74
Allan Labrador '85
Michael Lowry
Jason Makansi '74
Ashley Posey

Entrepreneurship and Innovation

Roshan Amin '02
Don Barnes '77
Chris Carpenter '96
Chris Cushenbery
Allan Davis '96
Chris Hall '89
Bobby Huffaker '06
Mike Monen '92
Tahir Murray '17
Samir Patel '01
Jon Ricketts '99
Andrew Scarborough '05
Ray Tabibiazar

Future of Teaching, Learning, and Learning Spaces

Wonjen Bagley
David Baird '09
Jamie Collie '96
Lisa Couch
Mimsie Crump
Hardy Farrow '09
Claude Hutto '90
Sumner McCallie
Adam Neder '91
David Sherrill '88

Prentice Stabler '02
Bart Wallin '99

Athletics

Bob Aylward '71
Kimberly Brock
Sherri Burns
Hill Carrow '73
Gary Davis '69
Penn Garvich '01
TJ Gentle
Jason Hall '02
Wyatt Nordstrom '94
Wiley Roark '78
Jeff Romero
Tom Rowland '87
Jimmy Scotchie '88
Kenny Sholl

Land and Campus Planning

Blythe Bailey '90
Bill Blalock '84
Danny Castor '84
John Clark '78
David DeVaney '81
Paul Gibson '85
Steve Hearn '74
Willard Lariscy '84
Nicholas Lillios '92
Drew Read '89
Tim Robertson '72
Buck Schimpf '67

Community and Belonging

Curtis Baggett '65
Jeff Brewer '81
Calvin Calhoun '98
Billy Eiselstein '88
L.A. Gaylon '95
Keenan Hale '11
Lue Hale '10
Grace Ilesanmi
Boyd Jackson '09

Grant Kornman '95
Dave Lowrance '85
Joseph McCoin '92
Jimmy McGinness '74
Callie Sholl-Burns
Ricky Thomas

Faith and Character

Cherie Brown
Jason Cha '10
Josh Deitrick
T. W. Francescon '95
Christine Hassevoort
Walter Henegar '90
Jim Levine '88
Madison Perry '02
Edward Snodgrass '73
Jim Suddath
Doyle Wallace '71
Brad Whitaker
Eric Youngblood '91

Environmental Sustainability

Jake Altemus
John Ashe '91
Richard Bethune '03
Jonathan Clark '99
Noel Durant '04
Grant Eager '89
Rob Ellis '95
John Faulkner '06
Allen McCallie '73
Sumner McCallie
Tory Milazzo '96
Abbie Roberts
Keith Sanford
Ryan Schumacher '11
Preston Smith '74
Tommy Tobin '06
John Virdin '93

Finance

Marshall Burke '08
 Kyle Haren '89
 Brooke Hayes '89
 Hamp Johnson '89
 Mercy Kealey
 Hal Malone '92
 Max Markley '10
 Carl McPhail '75
 Duncan Moore '16
 Jennifer Nicely
 Louis Sterchi '98
 Liz Wilson
 Kaivalya Young '97

McCallie in Chattanooga

Kelly Arnold
 Karlene Claridy
 George Dewey '90
 Meredith Ensign
 Will Haisten '96
 Ron Harr '72
 Matthew Hitchcock '00
 Tiffany Holland
 Matt Kreis '03
 Patrick Sholl '04
 Jack Silberman '03
 Bess Steverson
 Johnna Tate
 Nick Wilkinson '96
 Joseph Wingfield '94
 Jackson Wingfield '97

ADVISORY COMMITTEE MEMBERS

Charlie Battle '60
 Harriett Bauknight
 Drew Beam '87
 Frank Brenner '71
 Jimmy Broughton '86
 Emily Brown
 Drew Cartwright '75
 Darlyn Cartwright
 Joel Coffman
 Megan Cover

Frank Crump '64
 Josh Deitrick
 Julian Dossche '05
 Stacy Eiselstein
 Shawn Fullam '92
 Bradford Garvey '00
 Ben Hazlewood '99
 Steve Hearn '74
 Jane Henegar
 Andy Hirt
 Hank Hopping
 Keith Jackson '93
 Tory Johnston '83
 Scotty Jones
 Bob Killebrew '57
 Will Kline '88
 Tammy Lawrence
 James Lovett '82
 Duane Malone '89
 Brad Martin
 Sumner McCallie
 Wilson McCrory '03
 Lesslie Meier
 Freddie Mills '89
 Taylor Monen
 Suzanne Morris
 JIm Nygaard
 Jacque Nygaard
 Mitch Patel
 Curtis Pellerin '73
 Drew Read '89
 John Richert '90
 Jeff Scotchie '91
 Kenny Sholl
 Lavar Smith '97
 David Snoddy '86
 Mark Spykerman
 Jennifer Stribling
 Kelly Richardson Tabibiazar
 Shalin Tejani '00
 Ricky Thomas
 Bland Warren
 Clay Watson '92
 Kurt Weigel '90
 Woodson Whitehead '00
 Barbara Williamson

FORMER TRUSTEES COMMITTEE MEMBERS

Hadden Allen '66
 Charlie Anderson '93
 Jim Blitch '83
 Frank Brock '60
 Doug Campbell '70
 Brad Cobb '86
 Hal Daughdrill '73
 Elliott Davenport '78
 Ned Giles '64
 Drew Haskins '64
 Joe Haskins '76
 Turner Howard '65
 Albert Huddleston '70
 Sean Jenkins '97
 Greg Keith '74
 Barry Large '96
 Grant Law '64
 Charles Lebovitz '55
 Michael Lebovitz '82
 Bob Lockaby '71
 Spencer McCallie '55
 John McCravey '66
 Alberto McGregor '82
 Ed Michaels '60
 Olan Mills '48
 Glenn Morris '82
 Carter Newbold '84
 Dennis Oakley '72
 Marcus Rafiee '80
 Wejun Robinson '70
 Jim Ruffin '80
 Trip Smith '72
 David Stonecipher '59
 Tim Stump '75
 Herbert Thornbury '63
 R. Kirk Walker '69
 Bob Walker '58
 Bill Womble '60

APPENDIX 3

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BOARD OF TRUSTEES

Gary Welch '87, Chairman

Duluth, Georgia

Andrew Grinstead '93

Mobile, Alabama

Joey Schmissrauter '75, Vice Chairman

Signal Mountain, Tennessee

Seong-Joo Jeong '90

Lookout Mountain, Tennessee

Rob Huffaker '78, Secretary

Lookout Mountain, Tennessee

Graeme Keith '04

Charlotte, North Carolina

Brent Turner '84, Treasurer

Franklin, Tennessee

Jay Keras '97

Memphis, Tennessee

Ben Brock '89

Lookout Mountain, Tennessee

Haddon Kirk '02

Stamford, Connecticut

Jim Burns '89

London, England

Michael Mathis '87

Chattanooga, Tennessee

Lee Burns III '87

Chattanooga, Tennessee

Allen Morris '70

Coral Gables, Florida

Skip Brock '68

Birmingham, Alabama

Parke Morris '88

Raleigh, North Carolina

Sam Campbell '77

Lookout Mountain, Tennessee

Colin Provine '88

Tampa, Florida

Brad Cobb '86

Lookout Mountain, Tennessee

Jason Walker '92

Canton, Michigan

Kyle Eiselstein '90

Lookout Mountain, Tennessee

Jack Webb '75

Lookout Mountain, Tennessee

Johnny Graham '95

Williamsburg, Virginia



MAN'S CHIEF END
IS TO GLORIFY GOD AND
ENJOY HIM FOREVER



McCALLIE
— HONOR TRUTH DUTY —