In this poster presentation, we will discuss the progress on our NSF-funded project (DUE #1245059) to develop and implement a flipped (or inverted) Calculus I course at the University of Hartford. The poster will include descriptions of the process of creating videos and in-class problem sets, lesson learned, and plans for the future. We will also discuss the results from research studies during Fall 2012 and 2013, which examined differences in student performance between flipped and lecture-based sections of Calculus 1. Sample problem sets and videos will be available. (Received September 15, 2013)