At the Naval Academy Preparatory School (NAPS), located in Newport, RI, students come from across the United States with a very diverse range of abilities. A flipped classroom offers a means to reach a wide range of students within each classroom with a differentiated approach, rather than a traditional, one-size-fits-all lecture approach. I have been using a flipped classroom for several years. My approach, previously presented to JMM in 2015, involved the use of video lessons uploaded to You Tube and embedded in forms I created using Google Docs as a means to follow up each lesson. In light of research using the book by Robert Talbert and in my own experience, I found that simply flipping the script so that students watching videos or reading outside of class was not as effective an approach. In my presentation, I detail my results from the flipped classroom approach I presented earlier and how I have updated my flipped approach so that students are more motivated to read and do work prior to coming to class. As a result, students seem more prepared based on evidence such as students asking better questions during class and are more willing to engage with harder material in the classroom. (Received September 16, 2019)